

Texas Education Agency
1701 North Congress Ave.
Austin TX 78701



NEW OPERATOR

GENERATION 29

OPEN-ENROLLMENT CHARTER APPLICATION

NARRATIVE DOCUMENT



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- ✓ **LETTER OF SPECIAL ASSURANCES**

CHECKLIST

Attachments

Click on each attachment title to access the corresponding attachment coversheet.

ELIGIBILITY

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INFINITE MINDS

Name of Proposed Charter School

INFINITE MINDS SCHOOL

Name of Sponsoring Entity

Entity is a 501(c)(3) Nonprofit Organization

New
Operator

Contact Information

Contact Name: RACHEL KING

Email Address: INFINITEMINDSTX@GMAIL.COM

Phone Number: 682-719-5802

Board Chair: LYN SCOTT

Superintendent: RACHEL KING

Facility Location(s)

Number Campuses Requested (Years 1–5): 1

Anticipated Zip Code for Each Campus (Year 1):
76010

Addresses for all known campuses (Year 1):

Enrollment Projections (Years 1–5)

Maximum Enrollment Requested: 483

Specific Grades Requested: K-6TH

Year	EE 3	PK 4	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total
Year 1			69	69	69											207
Year 2			69	69	69	69										276
Year 3			69	69	69	69	69									345
Year 4			69	69	69	69	69	69								414
Year 5			69	69	69	69	69	69	69							483

Application Support Services and Fellowships

Identify all Support Services and Fellowships associated with this application cycle. Input name of organization/program or individual(s) and services were paid or unpaid.

TEXAS CHARTER SCHOOL INCUBATOR- Unpaid
Schulman, Lopez, Hoffer & Adelstein, LLP- Paid through Incubator

EXECUTIVE SUMMARY

In no more than two pages, provide a descriptive summary of the key features of the proposed plan for the school that covers the following: (1) proposed community; (2) educational philosophy of the applicant team and an explanation of how that philosophy aligns with the school's mission, key design elements, and innovative design; (3) capacity of the proposed board and superintendent to successfully open and operate a high-quality charter school; and (4) an explanation of how the model will effectively serve students in the proposed community.

PROPOSED COMMUNITY: Parents are a child's biggest champion; they are also the people best equipped to discern what their children need. After engaging 300 parents/caregivers, educators, and community members, it has become clear that the Arlington community desires innovative teaching models. These families are all searching for a school environment that will foster a personalized learning atmosphere, provide experiential learning opportunities and challenge their child to excel academically. In fact, many parents expressed their dissatisfaction with traditional classroom settings that do not cater to their child's needs. For instance, Infinite Minds met a mother at the Hispanic Heritage Event who shared that her brilliant son absorbs instructional material but faces daily negative behavior reports due to his need to move and be active. Another mom encountered after Preschool Pop-Ins had to switch to homeschooling because her vibrant daughter needed tactile, hands-on learning activities. At a National Night Out event, Infinite Minds met a mother of two young boys, ages 3 and 5, who recently moved to the area and was disheartened by the limited educational options available.

Currently, there are 8 elementary schools in the 76010 area where less than 30% of all 3rd grade students are meeting standards in both reading and math, and 15% of 3rd grade special education students are meeting standards in both reading and math. Notably, there is an absence of charter schools in East Arlington 76010. Infinite Minds intends to address the persistent academic challenges faced by the East Arlington Community, which has a substantial population of economically disadvantaged students, emergent bilingual students, and Hispanic, Asian, and Sub-Saharan African students, particularly when compared to other parts of Arlington.

PHILOSOPHY AND KEY DESIGN ELEMENTS: Infinite Minds, a proposed Kindergarten - 8th grade in East Arlington, aims to fill this critical gap by offering a curriculum and teaching model that anchors on experiential and personalized learning, ultimately fostering improved student achievement. The educational philosophy of the applicant team was inspired by the Montessori method and reinforced throughout various school visits to Montessori schools in Texas. Experiential learning and personalized learning are key tenets of the Montessori teaching method as it is based on self-directed learning, hands-on learning, and collaboration. Students learn in a cyclical approach— by doing, discovering, reflecting, and applying. Through these experiences students develop communication skills, self-confidence and strengthen decision-making skills by responding to and solving real world problems. The Montessori method underscores that students are not passive receivers of knowledge, but active participants, engaging in learning on their own and in collaboration with others. Additionally, in elementary, students are encouraged to go out in the community for research, exploration, and service.

At Infinite Minds we believe that all students must have a stimulating educational environment where they can be challenged and grow. Students have choices and are encouraged to be curious and explore. This philosophy helped inform the creation of our school model. Our model will **CULTIVATE THE UNIQUE BRILLIANCE OF EACH STUDENT, EXTEND LEARNING BEYOND THE CLASSROOM, AND –PARTNER WITH PARENTS/CAREGIVERS IN PURSUIT OF EXCELLENCE.** Cultivating the Unique Brilliance of each student emphasizes personalized learning plans as a cornerstone of our educational approach, focusing on the idea that by centering our educational efforts around the unique academic needs, interests, and abilities of each student, we can create an environment where learning becomes a deeply meaningful and tailored experience. Learning Beyond the Classroom focuses on service learning, demonstrating that learning transcends the confines of the classroom. Students at Infinite Minds will engage in quarterly community service projects throughout the school year. These TEKS-aligned projects are carefully designed to align with their learning objectives, ensuring that the service enhances their learning and the learning enhances their service. Our students will be encouraged to establish connections between their personal experiences, their surroundings, and the global context, fostering a sense of wonder and an insatiable curiosity. Lastly, Partner with Parent/ Caregivers for Excellence underscores our commitment to fostering strong connections with families, as well as instilling a lifelong learning mindset with all stakeholders.

MODEL IMPACT ON ARLINGTON: Our model seeks to preserve the joy of learning and nurture lifelong learners who are self aware and equipped to positively impact their local community and the world at large. By the time students leave for high school, they will be at or above grade level across subjects and intrinsically motivated to excel. We imagine students will enter high school understanding their passions and strengths, which will support them in optimizing their academics and extracurriculars in order to be compelling candidates for college. Ultimately, our students will understand the importance of hard work and responsibility as this is the foundation for reaching goals.

EXECUTIVE SUMMARY

This past summer, we piloted our school model with 30 families and students. We created a rigorous and joyous learning environment where students were provided a list of paths from which to self select. They were then directed to stations equipped with instructions and materials for crafting projects related to distinct disciplines, including architecture, veterinary science, and artistry. This experience compelled students to independently seek solutions, pushing the boundaries of their knowledge and capabilities. By aligning these disciplines with specific career paths, the pilot program underscored the tangible connection between personal interests and future professional opportunities. We received a resounding endorsement from parents, with a 100% response rate indicating their strong appreciation for the experiential model. Simultaneously, we witnessed a 100% engagement rate among students in self-driven exploration. The feedback we received reinforced the need for our Montessori-inspired school model, offering students challenging TEKS aligned experiential experiences, and trained teachers that acted as coaches to ensure that students were able to do the heavy lifting.

Through deep engagement and personalized approach across academics and behavior, Infinite Minds hopes to attract teachers to the area that are eager for a different way to teach. We aim to prove that strong student achievement is possible through these learning methods, and that all special populations can be set up to succeed on their personalized paths. Our decision-making around curriculum, staffing, schedule, instructional model, and resource allocation are made with special populations in mind.

CAPACITY OF PROPOSED BOARD: The executive leadership team, including the proposed Superintendent and the Governing Board, demonstrate a commitment to Infinite Minds' mission. The proposed Superintendent, Ms. King, has valuable experience as the founding leader of operations for a charter school in the metroplex, and student counseling experience for over a decade. Her leadership has played a pivotal role in achieving A and B ratings for elementary and middle school charters in Texas. Additionally, the Board brings invaluable experience spanning various domains, including education, operations, founding school leadership, finance, social services, and non-profit management. This wealth of experience positions them to spearhead the new school initiative with confidence and competence. With their combined expertise and unwavering dedication, the leadership team of Infinite Minds is poised to lead the charge in providing an exceptional educational experience that will shape the futures of countless young learners in our community.

Early elementary education establishes the foundation for a young person's educational journey— as such we will launch the grade levels Kinder, 1st, and 2nd grade as an intentional growth path. By Year 7 we will be full scale at Kinder-8th grade with 620 students. What truly sets this leadership team apart is their genuine passion for fostering t "lightbulb moments" in the lives of students. It is this passion that fuels the commitment to our shared vision of creating a learning environment that is engaging and rigorous—a place where the potential of each child is recognized, celebrated and nurtured.

Infinite Minds' will become an exemplar for education in Arlington, Texas. By serving a community with various needs, embracing an innovative educational philosophy, and committing to the personal development of each student, Infinite Minds aims to be a beacon of educational excellence, fostering both individual growth and economic prosperity in Arlington. In the words of Buzz Light Year, "To infinity and beyond!"

GEOGRAPHIC BOUNDARIES

NOTIFICATION

See [Attachment E4 Statement of Impact Notifications](#)

GEOGRAPHIC BOUNDARIES

Arlington ISD,
Fort Worth ISD,
Hurst-Euless-Bedford ISD,
Grand Prairie ISD, and
Mansfield ISD

PRIMARY BOUNDARIES, if applicable

Arlington ISD
76010, 76014, 76011

CAMPUS GROWTH SCHEDULE

Number of campuses opening in each year:

Y1 Y2 Y3 Y4 Y5

CAMPUS-LEVEL OPERATIONS

Number of campuses in the district of location that serve similar grade clusters (elementary, middle, secondary).

Charter:

Traditional ISD:

PRIORITY POINTS [OPTIONAL]

- ☐ Proposed to locate (Year 1) in the attendance zone of a campus assigned an unacceptable performance rating for the last two years that performance ratings were issued.

District Name: _____

Campus Name: _____

- ☐ Proposed to locate (Year 1) in a [Qualified Opportunity Zone](#). The application scoring process will allow for the award of a priority point for applicants committed to serving students who will attend a school located in a Qualified Opportunity Zone. If awarded a charter, applicants committed to opening charter schools in a Qualified Opportunity Zone will be required to provide specific census tract numbers and other information on the plan to serve students in these high-need areas.

County Name: _____

Census Tract Number: _____

DEMOGRAPHIC PROJECTIONS [YEAR 1]

Provide the anticipated demographic percentages for the main campus that will **open in Year 1**. Applicants must also provide demographic data for the district of location. Data is available on the [TEA Texas Academic Performance Reports](#) website and [TXschools.gov](#).

African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	English Learner	At-Risk	Special Education	Gifted/Talented
Main Charter Campus											
21%	63%	10%	0%	4%	0%	2%	83%	46%	72%	13%	5%
District of Location											
ARLINGTON ISD											
26.7%	47.5%	16.9%	.4%	5.3%	.2%	2.9%	72.9%	30.3%	62.1%	10%	10%

Provide a rationale for selecting the proposed geographic location. Where demographic projections deviate significantly from the surrounding districts, explain the reasoning for the targeted student population.

Infinite Minds will aim to recruit mainly from the 76010 zip code which is why projections are not the same as the makeup of the district. Infinite Minds projected demographics are an average of AISD and the 9 campuses in the proposed geographic area. The proposed area around 76010 has sizable populations of Hispanic and African American students. In this community, economically disadvantaged students surpass district averages by 20%, while the at-risk demographic exceeds by 19%, and English learners stand at 30% above the norm. Infinite Minds stands ready, offering a unique experiential design crafted to address this very challenge. Infinite Minds' model, including personalized learning plans, high-quality instructional materials through hands-on instruction, and service learning, will respond to the immediate needs of the growing early elementary population—the population of children aged 0 to 9 in Central and East Arlington has experienced an increase of 800 individuals over the past six years, according to the US Census.

The process of determining our school's location was a deliberate exploration of community needs, and listening to community stakeholders, in addition to analyzing school performance data. In terms of community needs, Arlington ISD offers a handful of specialized programs, focusing around STEM, Fine Arts, World Language, and specialized High Schools, but none of the current offerings are anchored in experiential and personalized learning. As a public school, Infinite Minds stands out with its innovative instructional model, addressing the limitations of traditional ISDs. Unlike schools in the area, we offer a more intimate K-8 model with a maximum of 620 students, and an average of 23 students per class, which appeals to families seeking a personalized approach, especially for students with unique needs. While experiential learning is recognized as valuable in the education landscape, it can be challenging to implement due to time commitment, professional development requirements, and resource constraints. According to research (ed.gov)[1], developing a robust experiential learning model takes 2-3 years and requires significant planning, organization, relationship management, and funding. At Infinite Minds, we are actively preparing for successful implementation through: 1) our master schedule—ensuring both students and teachers have the time required to successfully engage in the model, 2) investments in our learning lab—ensuring we have funding to procure the materials and experiences our students will engage in, 3) professional development for teachers and leaders—experiential and personalized learning requires a holistic approach to curriculum planning and lesson execution, so ensuring staff is well trained is a priority, and lastly, 4) offering service learning opportunities within the school day—this requires dedicated staff to manage partnerships with the local

community, and ensuring the service learning opportunities are tied to TEKS and learning objectives.

In terms of data analysis, we initially took a broad view, examining Arlington ISD's performance and enrollment using publicly available Texas Accountability Reports data. We also identified local charter locations to gauge where additional options were needed. The data revealed 78 schools within Arlington ISD, achieving an overall B rating but simultaneously receiving a "Needs Improvement" indicator in Special Education. Among them were 6 schools not rated for academic achievement in 2022, and 17 with a D/F rating in 2019. In addition, there are 8 elementary schools in the 76010 area where less than 30% of 3rd grade students are meeting standards in both reading and math. When reviewing the performance for each content area independently, 6 out of 8 schools have 60% of students approaching or below grade level for reading, and all 8 have 65% of students approaching or below grade level for math (Texas Accountability Performance Report, 2022) Moreover, Arlington ISD is designated as "Needs Improvement" for Special Education which will likely lead families to seek options outside of the ISD for their children's specific needs. Therefore, you will notice our demographic projections are an average of the 76010 area and Arlington ISD. In essence, in our target area, a significant portion of 3rd-8th graders are currently struggling to meet grade-level standards in crucial subjects.

Infinite Minds is uniquely positioned to cater to the needs of special education students, those facing behavior challenges, and gifted students through specific design components, staffing, and curriculum integrated into our educational model. To further expound, AISD reports 10% gifted students and the 76010 area school report 4%-13% gifted learners, we aim to identify and serve 13% gifted learners by Year 5. Our commitment to excellence is evident in our personalized learning plans, which are customized for each student right from the beginning of the school year and continuously monitored to meet their specific needs. Our curriculum selection and adoption are driven by our mission and vision, ensuring that we have the necessary resources and supports to provide an experiential and well-rounded education for all students, particularly those students who are behind grade level. Moreover, our staffing plan includes a dedicated social worker in Year 1, and will grow to include a counselor, both of whom will play a pivotal role in prioritizing resources and providing support to parents/caregivers. Additionally, our supports are reinforced by having an average of 23 students per class, creating an intimate and manageable class size. By incorporating these specific design components, we will be able to create an environment where every learner, whether they have unique learning needs or exceptional talents, can thrive and reach their full potential.

The data and feedback from our community underscore the model we seek to bring.

MISSION, VISION, DESIGN ELEMENTS

[CLICK HERE TO VIEW RELATED TERMINOLOGY, RESOURCES, AND EVALUATION CRITERIA](#)

MISSION STATEMENT

State the mission of the proposed school.

With a united effort among students, parents/caregivers, and educators, we are committed to achieving educational excellence and preparing students to excel academically and thrive in an ever-evolving world. We inspire them to be active creators, not just passive recipients of knowledge, reflecting on new knowledge, exploring personal interests, and shaping new possibilities. We plan on doing this via personalized, experiential, and service learning- nurturing, challenging, and empowering students to forge their distinct path toward meaningful contributions within and beyond their community. The Infinite Minds mission statement has been a collaborative effort that is reflective of input from parents/caregivers, educators, and students.

VISION STATEMENT

State the vision of the proposed school.

We seek to preserve and nurture the natural curiosity and love for learning. By doing so, our students will enter high school as adept critical thinkers and self-motivated learners, equipped to navigate the world as knowledgeable and confident individuals, fully preparing students to embrace the opportunities that lie ahead. The local community will see positive changes driven by our service learning projects, parents will play an active role in the school and the campus will serve as a center for knowledge sharing, benefiting adults and children. These initiatives aim to meet important community needs, and will become a proof point for the infinite possibilities.

DESIGN AND INNOVATION

Describe the school design and explain how it will improve student learning, increase the choice of high-quality educational opportunities in the proposed area, create professional environments that will attract new teachers to the public school system, set a high standard for school accountability and student achievement, and encourage different and innovative learning methods.

[CITATIONS:<https://rb.gy/84ob90>]

The Infinite Minds model of experiential learning is distinct and unique from the existing models in the community. Our innovation resides in the heart of our experiential learning model, defined by three core design elements: 1) Cultivate unique Brilliance 2) Learning beyond the classroom and 3) United for Excellence. This model will result in valuable 21st century skills –in creative problem solvers, astute collaborators in various environments, and critical thinkers equipped with readiness for high school, college, career, and the military. By offering a personalized learning plan, hands-on instruction, and trust based relationships we can ensure that all students have access to the quality education all children deserve. This approach coupled with high quality tier 1 instruction and materials focused on data informed practices will ensure students meet academic goals.

Infinite Minds will be an experiential school, where learning is cemented by exploration, action, and reflection. Experiential learning involves an immersion into practical activities that encourage exploration and dive into the subject firsthand. Our learners will interact with hands-on experiences that connect to real-world situations, providing children with blooming independence and ownership of their learning. Experiential learning will be applied across all core subjects and disciplines by blending theory and practice, allowing learners to assess their knowledge and skills in a safe environment. It can take place in various contexts; classrooms, community settings, and outdoor environments. It involves robust experiences in various forms, such as community service, field trips, simulations, games, case studies, projects, and portfolios. Infinite Minds aims to engage students inside and outside of themselves and the classroom space. We believe we have a responsibility to open the window to a worldview, expanding their belief in the possibilities for where learning can take them, and instilling the confidence plus skills to pursue limitless opportunities both near and far, today and tomorrow.

DESIGN ELEMENT 1: CULTIVATING UNIQUE BRILLIANCE

Infinite Minds places a strong emphasis on personalized learning plans (PLPs) as a cornerstone of our educational approach.

Tailoring Education to Individual Needs: The core principle of student-centered learning is the recognition that every student is unique. We draw inspiration from educational theorists such as Lev Vygotsky [2], who emphasized the importance of scaffolding instruction to meet students at their current level of understanding. Through PLPs, we tailor education to individual needs, ensuring that each student receives the right level of challenge and support.

The Role of PLPs: Personalized learning plans (PLPs) serve as customized roadmaps for each student's educational journey. These plans are developed collaboratively between students, parents/caregivers, and educators. They outline learning goals, strategies, and resources that cater to the student's strengths, interests, and areas of growth. PLPs are dynamic and flexible, allowing for adjustments as students progress and their needs evolve. Kids learn in various ways and have vast needs and we intend to be responsive to that. Responsiveness to those performing below or well above grade level receive differentiation best suited for them. The process for crafting a PLP involves 5 steps–1) Define the starting point; Use of BOY assessments such as NWEA MAP, Pre-Las/Las Links, or DIBELS to determine baseline performance of students 2) Set goals to track progress, Ex. by the end of the 1st semester student X will show 5 points growth in NWEA MAP Reading and Math as demonstrated by Middle Of Year (MOY) MAP performance to be on track for the end of the school year 3) Map learning modalities; students learn in various ways and we intend to be responsive to our visual, auditory, kinesthetic, or tactile learners 4) Incorporate student interests into the plan and 5) Build portfolio with quarterly progress outcomes that students can take ownership of and stay aware of their progress.

Learner Agency and Ownership: At the heart of student-centered learning is the concept of learner agency (Hattie, yates, 2014)[3]. PLPs empower students to take ownership of their learning, set goals, and make decisions about how they will achieve those goals (Pane, Steiner, Baird, Hamilton, 2015)[4]. This sense of agency fosters intrinsic motivation and a love for learning.

Differentiated Instruction: Differentiated instruction is a key component of student-centered learning. Educators at Infinite Minds use a variety of strategies to differentiate instruction, including tiered assignments, flexible grouping, and varied assessment methods. This ensures that each student's unique learning style and pace are taken into account. Research in education underscores the benefits of student-centered learning and personalized learning plans. Studies have shown that personalized learning leads to improved student engagement, higher achievement, and greater retention of knowledge (Tomlinson, 2000)[5]. Additionally, it fosters a positive attitude toward learning and a growth mindset.

Embracing this vision of educational excellence through personalized learning, we are excited to implement a dedicated 30 minutes to 1 hour each day for Genius Hour, deepening knowledge of grade-level TEKS, fostering creative exploration, and nurturing the various talents of every student. During this time, students will delve into their passions, tap into their interests, and embark on personal projects that ignite their curiosity and drive. Genius Hour is our secret sauce. It is the dedicated time daily that is the foundation from which we are able to truly personalize the learning experience for the students. The concept of Genius Hour finds its roots in companies like Google, where employees are encouraged to devote 20% of their work time to innovative projects. By providing time, tools, and autonomy, this approach has sparked groundbreaking ideas and nurtured a culture of creativity and innovation. At Infinite Minds, we adopt this practice to sharpen essential college, career, and military readiness skills through inquiry, research, and product creation.

Key Objectives for Genius Hour: 1) Learning inspiration and concept mapping curiosities 2) Create inquiry questions based on those interests 3) Conduct research and even experiments based on their topic of choice 4) Create presentations to teach their peers in innovative ways 5) Present their final product for assessment.

Teachers can identify patterns of interest, intrigue, or curiosity to make relevant connection to the TEKS, enhance the PLPs and pair students with the quarterly service learning projects—further explanation of service learning projects in Design Element #2: Learning Beyond the Classroom.

Genius Hour will operate like a gifted and talented class and will have a consistent structure to ensure students know what to expect.

DAILY STRUCTURE: 1) Launch with a TEKS skillbuilder 2) Exploration 3) Planning and reflection

WEEKLY STRUCTURE: Monday, Wednesday, Friday- Time is devoted to passion project exploration

Tuesday, Thursday- Literacy/ Math reinforced skills to PLP goals.

YEAR-AT-GLANCE: Quarterly project assessment and semester showcase of Capstone projects.

The designated Learning Lab will include robust supplies and tools, providing learners with the means to bring their ideas to life—a collaborative working space, with flexible seating options, and resources that mirror a computer lab and library. It will be stocked with arts/craft materials, manipulatives, and sensory sensitive items. Imagine 1.5 walls dedicated to books, designated technology with access to supplemental online instructional materials, and internet access for research purposes. Projector and smart tv for presentations or afterschool events. Genius Hour offers a wealth of benefits for our students. It fosters high engagement, as students are intrinsically motivated to explore their passions and pursue projects that truly resonate with them. It provides them with opportunities to fail, learn from setbacks, and develop resilience and perseverance. Most importantly, it ignites a lifelong love for learning, as students develop the skills and mindset necessary to be curious, innovative, and self-directed learners. Ultimately, the development of 21st-century research abilities (Krebs & Zvi, 2020)[6].

In Kindergarten & First grade, students will experience Exploration Centers. The core purpose for these centers is to provide developmentally appropriate opportunities for students to cultivate agency, self-management, and harness their natural curiosity and passion. “Interest areas offer multiple opportunities for students to explore, discover, learn, and grow with aligned opportunities for TEKS practice and reinforcement. The learning environment meets the students' developmental needs, it makes those with special learning needs feel included, safe and sense of belonging (TEA, 2023)[7].” Within the classroom, a physical space will be divided into interest areas for Infinite Minds learners who want to make things, experiment, and explore their own interests. Infinite Mind learners will learn skills for enacting their agency and choice for which area to explore daily. Teachers will act as facilitators and observers in guidance of students gaining personal academic proficiencies and determine their desired place and value to the classroom community.

Second and third grades will be introduced to the resources and materials in the learning lab, and guided to explore their interests in a supportive environment. Media literacy is a key objective for these learners. The educator in the Genius Hour classroom for the youngest learners would have a list of potential topics to explore, specific manipulatives for those topics of exploration, a calm corner with reset activities for those who get overwhelmed when their idea does not work, and more time reviewing and practicing rules of engagement as a whole group.

As students progress to the upper elementary grades, from fourth to sixth grade, they will be nudged to deepen the exploration of their interests. They will learn to independently leverage the tools available to them and delve into research on topics that capture their curiosity. Additionally, they will begin to explore opportunities for civic engagement, discovering ways in which their interests can contribute to making a positive impact on the community. Students in 4th-6th grade will be required to have at least 1 Genius Hour project that contributes to the community (school, home, or otherwise) and must “pitch” their idea to the teacher before further planning and pursuit.

In junior high school, from seventh and eighth grade, students will further sharpen their skills in their areas of interest. They will take the lead in initiating service-learning and spearheading outreach projects. They will be responsible for community outreach to have a direct connection with someone in the field of interest via interview.

This phase allows them to not only deepen their understanding of their passions but also develop essential leadership skills and a sense of social responsibility.

The teachers for Genius Hours will serve as intentional facilitators during this learning time. We have identified them within personnel as co-curricular teachers. The role in this space is to monitor student focus, ensure students are committed to the project process, and provide individual feedback. Although this environment is student driven there will be clear timelines as guardrails for the four elements. Additionally, the learning lab space and materials will be managed by these teachers hired through a community partnership with a local college/ university. The goal is to create a pipeline of educators who get work-based experience and are “home-grown” into lead teacher/co-teacher roles within 2-3 years.

The Principal, and teachers will participate in a weekly planning meeting to review resources for specific activities, interdisciplinary connections, management of the learner portfolio entries, calendaring the showcase, and collaboration on challenges within the space as support for the Genius Hour teacher. Additionally, The Genius Hour Guidebook by Denise Krebs and Gallit Zvi[8] will be a primary source to reference regularly for ideas, and tips, and ensure that each teacher can manage the unique projects of multiple students.

MAKING THINKING VISIBLE: To instill a sense of pride and follow-through, students will work towards creating a learning portfolio every semester. The learner portfolio and showcase presentations will demonstrate the impact of Genius Hour, as well as how it connects to their core content classes. Students will be tasked with making explicit connections to reading, math, social studies, and/ or science. Each semester, our learners will proudly present their most cherished creations from their Genius Hour journey during a special showcase. This event will be an opportunity for parents/caregivers and members of our community to engage in a captivating gallery walk, where they can witness the remarkable outcomes of our students' dedicated efforts. The Genius Hour showcase will serve as a testament to the hard work and creativity our students have poured into their projects. It's a moment for them to shine, to share their accomplishments, and to demonstrate the unique skills and knowledge they have acquired. Additionally, when students present and explain what they have learned during this period of exploration and research, they distribute knowledge to their peers, teachers, and parents/caregivers. Their area of interest/ topic becomes a source of learning for the school community, showcasing the integration of Genius Hour with core content classes.

We believe in the power of preservation, which is why each student's exceptional work will be carefully documented within a cumulative portfolio. This portfolio will serve as a timeless record of their growth and achievements, traveling alongside them as they progress through their educational journey. As our students evolve and flourish, their portfolios will encapsulate the milestones of their learning, allowing them to reflect on their progress and celebrate their accomplishments.

By inviting parents/caregivers and the community to participate in this showcase, we aim to foster a sense of pride and engagement that extends beyond the classroom. Together, we will celebrate the ingenuity and passion of our young learners, creating lasting memories and strengthening the bond between our school and the community we proudly serve.

Genius Hour is more than just a designated time for exploration and creativity. It is a transformative endeavor that personalizes the learning experience, nurtures unique interests, and builds the habits of mind to identify interdisciplinary connections. The soil to grow lifelong learners, critical thinkers, and compassionate individuals ready to make a difference in their communities and beyond.

DESIGN ELEMENT 2: LEARNING BEYOND THE CLASSROOM; BRIDGING HANDS-ON INSTRUCTION TO LIFE THROUGH SERVICE LEARNING

At Infinite Minds, experiential learning will happen at different levels. In the first design element, students are exploring their interests. This design element encompasses our commitment to service learning—an educational approach that combines community service with classroom instruction, emphasizing critical thinking, personal

reflection, and civic responsibility. There is an abundance of research that articulates the positive impact of service learning for students K-12. The many benefits include; improvement in academic skills, opportunity to explore potential career paths, clear indicators of growth from witnessing the positive impacts of community service, and those who have experienced educational frustrations find joy from making a difference (Furco, 2019)[9]. In adherence to Senate Bill 3 of the Texas law, all service learning projects undertaken by Infinite Minds will strictly comply with SB3 regulations. Our commitment is to ensure that all our service learning initiatives remain in full legal compliance, and we will actively avoid engaging in any projects that could potentially violate the law. It goes beyond traditional volunteering by incorporating structured learning objectives and opportunities for students to apply their academic knowledge to address genuine community needs (Eyler & Giles, 1999)[10]. At Infinite Minds, service learning is not an isolated activity but an integrated part of the curriculum. Students engage in projects and activities that allow them to apply what they've learned in the classroom to real-world situations. Whether it's planting and maintaining a vegetable garden, participating in community clean-up initiatives, or working with local organizations to address local issues, students see the immediate relevance of their education (Furco, 1996)[11]. These opportunities are not only essential for academic success but also for navigating the complexities of the real world. Studies have shown that it improves academic performance, increases civic engagement, enhances ability to interact with others, and boosts self-esteem. Moreover, students who engage in service learning are more likely to continue volunteering and giving back to their communities in adulthood (Jacoby & Mustascio, 2010)[12]. To design an effective service learning project, classroom teachers and the campus social worker will collaborate to guide students through a cyclical approach consisting of three key steps: 1) Explore: This step involves a comprehensive understanding of the learning objectives and how they relate to the community issue, preparing the scope of projects, and planning the project's details. 2) Act: This phase focuses on implementing the project as planned. 3) Reflect: In this stage, students engage in evaluation and celebration. As a teaching community, we will assess the effectiveness of the service projects by reviewing reflection journals and conducting surveys about the projects. Here are a few examples of potential service learning projects. It's worth noting that these may change as campus leaders, teachers, and students identify community engagement initiatives that align with the school's needs. For Kindergarten, students will create bird feeders or plant flowers to contribute to the animal ecosystem that supports agriculture and food development. This service learning project connects with science TEKS related to the interconnection of living and non-living organisms. In 1st grade, students will create a community map for students and community members who are new to the area as part of a welcome package. This service learning project aligns with social studies TEKS about understanding maps. Similarly for 2nd grade, students will expand on the use, understanding, and benefits of maps and create a brochure that tells the story of the community by including photographs with captions written in cursive. Once they have completed the handwritten version we might expand to make an online story map. This service learning project is connected to literacy TEKS on writing, social studies, and the use of technology.

To support real-world learning experiences, we invest in professional development for our teachers and leaders throughout the school year. They receive training and resources to effectively design and implement real-world learning connections to bring theory to practice. We also provide dedicated time in the master schedule for unit and lesson planning, allowing teachers to create meaningful learning experiences that integrate service learning into the curriculum. Formative and summative assessments are used to measure student progress and provide feedback for continuous growth. To make this happen for our students, Infinite Minds actively engages with the broader community, recognizing its role in shaping the educational experiences of the students we serve (McAlister, 2013)[13]. Our campus social worker will lead the initiative to establish partnerships with local organizations, businesses, and cultural institutions to provide real-world learning opportunities and community service initiatives. Through these partnerships, we enhance the educational experience and foster civic responsibility.

DESIGN ELEMENT 3: UNITED FOR EXCELLENCE, PARENTS/ CAREGIVERS AS PARTNERS AND CONTINUOUS LEARNERS

We believe that our impact is greater when we collaborate with the community. At Infinite Minds, we recognize that building trust-based relationships among all stakeholders - students, parents/caregivers, staff, and the broader community - is foundational to achieving excellence. This Design Element underscores our commitment to

fostering an environment where trust is the bedrock upon which all educational interactions are built, ultimately leading to outstanding academic outcomes. Therefore we want to work with parents/caregivers to ensure we are developing positive relationships through three intentional initiatives: Exploring Interest, Community Support Center, and Trust-based relationships.

Exploring Interest: We want all parents/caregivers to have the opportunity to pursue their passions and explore their potential as well. As a starting point, Infinite Minds will plan and coordinate a series of seminars that are tied to parents/caregivers interests once a month. At the beginning of the year, parents will be surveyed to capture their passions, and a thoughtful scope and sequence will be created and shared with parents. Through this experience parents/caregivers will empathize with the student experience, as well as muscle memory to help students through their daily work and thinking; it is an opportunity to model and be metacognitive with parents/caregivers. We will collaborate with community partners to assist in delivering the content. The sessions will align with the student's experiential learning approach, following the stages of exploration, action, and reflection. Additionally, over time, as Infinite Minds continues to solidify partnerships with local organizations and colleges, the goal is to have established partnerships to support parents/caregivers in the pursuit of their goals. This opportunity also serves as a platform for community partners, local creatives, and businesses to share their wisdom, experiences, and resources with our parents/caregivers and students. Through this program, students and parents/caregivers can explore unconventional careers, and learn practical life skills such as cooking, money management, or dance. This work and partnerships will be managed by our campus Social Worker as the Community Schools Coordinator. Additionally, the Development board committee will leverage their connections to extend the campus network of partnerships.

Community Support Center: As Infinite Minds grows, the long-term vision is to become a community hub, Infinite Minds becomes more than just a school. The vision of the Community Hub is to become a staple within the neighborhood. The resources are not limited to our students; we intentionally collaborate with parents/caregivers and share with residents. To ensure that learning happens inside and outside the classroom, the community hub is our mission actualized. Our building could serve as a community center that can be reserved for events, making it a space that belongs to the community and is co-created by the community. Parents become presenters, teachers, and/or learners, and local businesses/organizations come into the school and share their journeys. The community hub helps expand our learners' worldview.

Trust-Based Relationships: Trust-based relationships contribute to improved student behavior and social development (Roorda, Koomen, Oort, 2011) (Vaknin, Birenbaum, 2009). We will accomplish this by maintaining open lines of communication with parents/caregivers through regular updates, parent-teacher conferences, and feedback sessions. Transparency extends to decision-making processes, resource allocation, and educational strategies. We also provide training and resources to help individuals navigate conflicts constructively. When students trust their teachers and parents/caregivers, they are more likely to be engaged in learning, take academic risks, and achieve higher academic outcomes (Pianta, Hamre & Allen, 2012). Our focus is on building cross-functional partnerships and strengthen connections among students, staff, parents/caregivers, and the wider community.

One key strategy to develop trust-based relationships is our daily 3M's advisory period. We will allocate 1 hour at the beginning of the school day to our advisory period that includes Meal, Movement, and Motivate (3M's). Parents/caregivers are welcome to join the space each morning to help highlight the importance of their presence and weave them into the culture of the school. We understand that not all parents/caregivers may be able to join in person, so Infinite Minds will host virtual 3M's. This daily practice sets the tone for the day and purposefully primes our minds and bodies for the tasks of learning, teaching, and growing. Texas Schools Mental Health (2023) posits that the emotional state of children correlates with learning and academic outcomes hence the prioritization of this time. We will provide breakfast and lunch meals daily for learners. Meals will be set up for fellowship amongst the school community, all stakeholders benefit from this time to build connections while indulging in a healthy meal/snack creating a smooth transition or bridge from the home life into the school building. Upon completion of clean-up from the meal learners will use 5-10 mins to focus on positive self talk, visualization for the day, and identify big

feelings and walk through them. We are opening with K-2nd graders, many of which may be 1st year students. With this in mind, we understand that transitioning to an academic setting may be difficult so we are being intentionally responsive to this. Young people need strategic practices that they can choose from to manage these times, such as intentional breathing exercises, identifying feelings with words, visual cues such as colors, and sensory materials. Our ultimate goal is to preserve the safety of all stakeholders and uphold school-wide expectations by decreasing disruptions/misbehaviors. The final M for the morning is Movement. Research by Chaddock, Pontifex, Hillman, and Kramer(2011) indicates, that "childhood aerobic fitness is associated with higher levels of cognition and differences in regional brain structure and function." With this knowledge, we ensure that learners at Infinite Minds will have multiple opportunities for movement throughout the day and we begin with movement within the 1st hour of the school day. Movement increases blood flow for all parts of the body, especially the brain. We recognize the profound impact of movement on physiological function and are also preparing to implement innovative practices that encompass reflective journaling, academic discussions, and interdisciplinary content.

Outcomes: At Infinite Minds, learning, growth, and development form a continuous cycle. Students learn not only from their teachers but also from their parents and the broader community. Research highlights the crucial role of parental involvement in ensuring student success (firstcry.com). By including this as a design element, we hope to minimize the number of behavioral incidents, increase teacher retention, and enhanced student performance and attendance. Arlington's Education Coalition echoes the significance of parental engagement, emphasizing the need for two-way feedback, tools to empower parents, inclusion in decision-making processes, and collaboration with community organizations. At Infinite Minds, we wholeheartedly embrace these principles, fostering teacher-parent interactions, providing tools for self-efficacy, involving parents in decision-making through feedback sessions, and nurturing partnerships with community organizations. These efforts serve as a pathway towards high school endorsements, college, career, and military readiness for our students.

----- A Day in the Life of a Student:

Let's unravel the journey of Janiyah, a first year student in 1st grade at Infinite Minds. She loves science and animals. She is the daughter of a single mother who works hard and has long hours at work. In partnership with her mother we arrange the meeting to discuss the PLP. Janiyah's mom is unable to meet in person for the meeting so the Dean and teacher contact her via phone to discuss the PLP. Her BOY MAP indicates that she has gaps in phonemic awareness and math fluency. The team of three, craft her PLP goals to include 10 point growth by the end of the semester for math and reading. She will be included in the literacy intervention small groups and exploration centers with intentional math practice for targeted growth. The teacher schedules a follow-up conference call for the end of the 9 weeks to provide an update on her progress.

Janiyah's day begins with the comforting environment of her advisory period. She enjoys her Meal, knowing that this morning fuel will power her through a day of exciting learning. She can hardly contain her enthusiasm as she heads outside for a series of invigorating Movements. Laughter fills the air as she joins her friends in games that not only boost her energy but also foster cooperation and teamwork. With rosy cheeks and a sense of camaraderie, she returns indoors for the final part of her morning routine – the Motivate session. It's a time to prepare her young mind for the day's adventures, setting positive goals that will guide her learning journey. Now, with her body nourished and energized, and mind focused, Janiyah is fully prepared for the day's first adventure: her reading class. Janiyah's teacher previews some vocabulary and provides some background knowledge before reading the texts. Afterwards it is time for exploration centers in the classroom and today Janiyah will be in the Art Center drawing the beginning, middle, and end events from the story just read by her teacher. Next on the agenda is lunchtime. Our cafeteria serves nutritious meals that fuel our students' minds and bodies. After eating, it's off to recess, where students enjoy outdoor play and social interaction. Following recess, it's one of the most anticipated periods of the day: Genius Hour Janiyah is exploring the lightning bugs and why she hasn't seen them recently. After Genius Hour, it's time for enrichment PE. During intervention Janiyah spends 10 minutes working on HMH Into Reading and 15 minutes working with her teacher to practice phonemes. A quick snack provides a much-needed energy boost before students embark on their math class. Following math class, a brain break offers a moment of relaxation and mental rejuvenation. These short breaks help students refocus their attention and recharge for the next activity. Science class is where our 1st graders become young scientists. (Tomorrow during

this time is social studies). They explore the wonders of the natural world by taking a walk outside and making discoveries that foster a love for inquiry and exploration. To end the day, it's time for reflection. Janiyah takes a moment to contemplate what she learned, share thoughts with a peer, and set goals for tomorrow.

MULTI-WEEK STUDENT EXPERIENCE:

Genius Hour will provide her the opportunity to explore science and animals topics throughout the school year. Janiyah's enthusiasm for animal facts and information is unmatched, and she eagerly awaits the unit of study on living organisms. During this week's science lesson in the PhD Science Curriculum, aligned to the Science TEKS 12.A and 13. A, the lesson is on THE EXTERNAL STRUCTURES OF ANIMALS. Janiyah's class takes a walk around the perimeter of the school to participate in "I Spy" for animals with an elbow partner. When they return to the classroom there is a class discussion about what animals they observed. Then they begin the lesson to further EXPLORE how animals move, live, and meet their needs.

The school community organizes a special assembly where an employee from the local pet store and animal shelter visits her grade level. During this engaging session, they get to see and discuss the life cycle/food chain of various animals native to Texas. As Janiyah listens attentively, she begins to wonder why she hasn't encountered most of these native animals near her home or school like when she was participating in the "I Spy" observation. After the assembly, Janiyah's teacher creates a REFLECTIVE opportunity for the class to ponder what they have learned during the science unit. Questions like "What did you learn?", "What are you curious about?", and "How can we use this information in our lives?" spark thoughtful discussions. Janiyah records excitedly in her journal what she learned during the assembly and the questions she still has. During her next time in Genius Hour, she discovers that several native Texas animals are endangered or threatened status. The videos she watched about Texas animals used those big words; endangered and threatened. A recent lesson in HMH used that vocabulary word, so she understood what it meant and it wasn't a good thing.

The knowledge Janiyah gains during her exploration inspires her to propose an idea for the quarterly service learning project: campus and community clean-up. She learns that litter and trash can get into drains, creeks, rivers, or even the ocean and are harmful to fish, frogs, and other wild creatures. Recognizing the importance of protecting endangered species and contributing to the well-being of animals, Janiyah sees this as an opportunity to make a meaningful impact. With the support of her teacher and classmates, Janiyah's idea gained traction. The service learning project becomes a chance for her and her peers to actively engage in the community, APPLY the knowledge they acquired during the unit, and foster a sense of responsibility.

Infinite Minds' emphasis on service learning, and creative exploration has empowered Janiyah to channel her passion for animals into a service-oriented project. Through their involvement with the animal shelter, she not only deepens her understanding of animal conservation but also cultivates essential values of empathy, responsibility, and active citizenship. Conversely, Janiyah's mom has participated in the parent workshops hosted by the school to support parent/caregivers with learners on the journey to love reading and ways that they can reinforce strong literacy skills. Janiyah is showing improvement and commitment to growth.

Janiyah's experience exemplifies how Infinite Minds nurtures students' interests, encourages critical thinking, and enables them to take meaningful action in their community. The High-Quality Instructional Material selected will generate some background knowledge and vocabulary to pose questions that spark creativity, innovation, and exploration. Infinite Minds integrates experiences and service learning to enrich students' education. These hands-on encounters expand their background knowledge and enhance comprehension skills. Through active involvement in real-world projects, students solidify their learning and become agents of positive change. This approach nurtures learners who are equipped to thrive in a dynamic world, bridging the gap between theory and practical application. At Infinite Minds, education is an immersive journey that empowers students to comprehend, create, and make a lasting impact.

Our school's unique blend of creative exploration, service learning, and strong parent partnerships is an irresistible magnet for teachers who are eager to bring innovation and creativity to their classrooms. We are confident that our thoughtfully designed instructional model, coupled with our collaborative and feedback-driven culture, will draw in educators who are excited to push the boundaries of traditional teaching. By utilizing High-Quality Instructional Materials (HQIM), we not only streamline lesson planning but also ignite a passion for integrating real-world applications into our curriculum. This powerful combination ensures that our teachers can focus their energy on fostering deep learning experiences that engage and empower our students.

Through self-directed exploration, service learning, high-quality instructional materials, and family partnerships educators gather comprehensive data on individual student progress and needs increasing content mastery, and offering every student a pathway to success. This data informs personalized interventions and support for students who may be at risk of falling behind. By instilling a love for learning, a sense of civic responsibility, and strong family-school connections, these approaches have a lasting impact on students and communities.

PRACTICE AND PEDAGOGY

Identify specific research-based practices and pedagogical approaches that clearly support the proposed model.

In crafting our educational approach at Infinite Minds, we will implement research-based practices and pedagogy to ensure a robust and effective model that nurtures students' learning experiences. As Z. L. Hammond (2015)[19] aptly puts it, "education goes beyond merely imparting facts and information; it strives to empower students with the essential skill of how to learn."

To ensure academic rigor and mastery, particularly among emergent bilingual, Special Education (SPED), and at-risk students, we deploy the research supported Gradual Release of Responsibility framework (Fisher, 2023)[20], which encompasses "I do" (teacher modeling), "we do" (collaborative learning), and "you do" (independent practice). Our educational model places personalized learning experiences at the forefront, emphasizing continuous review and assessment of student work guided by data-informed decision-making. This practice is supported by research conducted by Paul Bambrick (2023)[21], which underscores the importance of using daily student work to identify content mastery, enabling us to respond effectively with re-teaching opportunities, small group interventions, and necessary scaffolding. To ensure successful implementation, our teachers and leaders will undergo training and coaching, utilizing weekly co-planning sessions to rehearse and review data with their designated coach. This approach serves as a cornerstone of our commitment to personalized learning, to closely monitor student progress towards their individualized goals.

Our pedagogical approach centers on experiential learning, a concept championed by Kolb (1984)[22], which places an emphasis on firsthand experiences, active participation, and thoughtful reflection. This approach serves as the foundation of our educational model, providing students with an immersive and vibrant learning environment that captivates their attention and caters to diverse learning needs. Our instructional practices are multifaceted, with a primary focus on experiential lesson design. This design encompasses three core phases: exploration, application, and reflection, ensuring students actively engage with the learning material. By immersing students in these learning phases, we aim to create an educational atmosphere that not only captivates their attention but also provides robust support for students with various learning needs.

While our core principles of experiential learning remain consistent, the implementation and specific instructional practices are tailored to the developmental stages and needs of our students:

Kinder-1st Grade: In these early elementary years, experiential learning is primarily hands-on and sensory-driven. We capitalize on young learners' natural curiosity and desire to explore the world around them. Play-based activities, outdoor exploration, storytelling, and hands-on science experiments are foundational to this pedagogical approach. These practices foster a sense of wonder and curiosity while developing crucial foundational skills.

2nd-6th Grade: As students progress, experiential learning in the intermediate grades becomes more structured. Project-based learning (PBL) plays a significant role, with students engaging in long-term, inquiry-driven projects that require research, analysis, and presentation of findings. Genius Hour provides the space for this. STEM activities, service learning, and collaborative group work are key components, promoting critical thinking, problem-solving, and peer learning.

7th-8th Grade: In junior high school, experiential learning evolves to include more independent inquiry, critical analysis, and decision-making. Students engage in more complex PBL scenarios, developing expertise in specific areas. Additionally, they participate in simulations, role-playing activities, and entrepreneurship and innovation challenges. Public speaking becomes a crucial skill as students present their findings and engage in critical thinking.

We are committed to interdisciplinary connections because we recognize that real-world challenges and opportunities seldom confine themselves to a single subject area. Through classroom discussions and academic journaling, our learners navigate the terrain of interdisciplinary intersections, deepening their comprehension of how various subjects intricately intertwine. This practice empowers them to approach complex issues with a comprehensive and adaptable mindset and view learning as an experience BEYOND THE CLASSROOM.

Our educational approach is firmly anchored in research-based practices that cater to different developmental stages, making the Infinite Minds model a dynamic and research-informed framework for fostering a profound understanding of the TEKS, bridging academic gaps, and preparing students for success in an ever-evolving world.

HIGH-QUALITY INSTRUCTIONAL MATERIALS AND INSTRUCTION

[CLICK HERE TO VIEW RELATED TERMINOLOGY, RESOURCES, AND EVALUATION CRITERIA](#)

Identify state compliant curricular resources for the grade levels to be served in Year 1, including core content areas and any additional enrichment courses to be offered (specific to the school design) in the blank content boxes. If the applicant will create the instructional materials after a charter is awarded, cite guiding research behind the design in the description box. Lastly, identify if the materials are currently evaluated by either the [Texas Resource Review](#) (TRR) or [State Board of Education](#). See [Attachment SD1 TEKS Alignment Documents](#).

CONTENT AREA	GRADE(S)	INSTRUCTIONAL MATERIALS	COURSE(S)	EVALUATION STATUS
Reading Language Arts	K-8	PUBLISHER: Houghton Mifflin Harcourt TITLE: HMH Into Reading Texas	RLA, INTERVENTION	Currently TRR Rated
Mathematics	K-8	PUBLISHER: Great Minds TITLE: Eureka Math TEKS Edition	MATH, INTERVENTION	TEA Open Ed. Resource
Science	K-8	PUBLISHER: Great Minds TITLE: PhD Science	SCIENCE	TEA Open Ed. Resource
Social Studies	K-6	PUBLISHER: Studies Weekly TITLE: Texas Studies Weekly (Social Studies)	SOCIAL STUDIES	On SBOE Adoption List

Click to add a row to the table above.

Click to remove a row from the table above.

Explain why the above instructional materials were selected and discuss how they fit the definition of high-quality: (1) aligned with the Texas Essential Knowledge and Skills (TEKS), (2) have a comprehensive and cohesive scope and sequence, (3) include lesson-level materials with engaging texts (books, multimedia, etc.), problems, and assessments, and (4) are externally validated or research based.

The curriculum selected eliminates the requirement for teachers to spend hours planning but instead focus their efforts on internalizing and analyzing student work and we believe will attract high quality teachers and create a supportive environment for less experienced teachers. We have selected research-based curriculum steeped in the Science of Reading, math, and learning. Leaders are armed with the tools to coach and develop all teachers in support of student outcomes. We will work with a simple commitment to ensure the highest development, growth, and achievement of all teachers in service of student success. Each curriculum offering provides well-rounded and integrated content exposure in support of the experiential learning model, Gradual release implementation and data informed decision-making.

INITIAL SELECTION PROCESS

The proposed Superintendent and future Dean researched State Approved High-Quality Instructional Materials evaluated through the SBOE Adoption List, TEA OpenEd Resource, and Texas Resource Review (TRR), to develop our founding curriculum evaluation rubric. In alignment with our mission and vision, and the guidance of TEA High-Quality Instructional material criteria, the selected curriculum was evaluated on four major criteria: 1)TEKS Alignment, 2) Teacher Accessibility, 3) Support all learners, and 4) Quality of Content. Criteria for Teacher Accessibility ensure that every teacher with varied abilities can access, internalize, and execute instruction that ensures student mastery. Further, the evaluation process reviewed each curriculum's support for all learners through intentional opportunities for individual connections. Finally, the Quality of Content measures TEKS alignment, assessment depth, and breadth, as well as physical and online material availability to assess and intervene to meet student needs. See Attachment SD1 for detailed scope and sequence for each core curriculum for 1st grade,

HMH INTO READING TEXAS

TEA recommends the HMH INTO READING TEXAS as High-Quality Instructional Material. This program also appears on TEA's Compliant Phonics Programs list indicating compliance for K-3. With engaging materials, HMH Into Reading Texas is a research-based curriculum that has been externally validated through its successful implementation in high-performing schools. Into Reading offers quality RLA instructional materials in both print and software that adheres to the Science of Reading research including all components; phonemic awareness, phonics, fluency, vocabulary, and comprehension, HMH Into Reading curriculum offers 30 weeks of TEKS-aligned lessons listed in their comprehensive scope and sequence.

1)TEKS ALIGNMENT - HMH Into Reading extensive and instructive scope and sequence and curriculum mapping offers a clear map to yearly learning and grade-over-grade learning connections. The materials included in the program meet TEKS requirements for addressing Foundational Skills, Reading, Writing, and Vocabulary providing students the opportunity to obtain and apply the appropriate grade level knowledge.

2)TEACHER ACCESSIBILITY - HMH Into Reading instructional vision and practices are a strong example of the Science of Teaching Reading (STR) in alignment with House Bill 3 (HB 3) Reading Academies learning. The lesson structure effectively aligns with the Simple View of Reading and Scarborough's Reading Rope offering lessons that build proficient readers through Foundational Word Recognition and Language Comprehension learning. Unit introductions, Review of Text, Week at a Glance, and Lesson Text are included and supportive of teachers of all experience levels. Scaffolding and spiraling supports are included in guidance of teachers providing individualized student support in alignment with Infinite Minds vision for personalized learning plans (PLPs). The publisher also offers a rigorous menu of Professional Development opportunities to support teachers in executing effective and innovative instruction aligned with Infinite Minds mission and vision.

3) SUPPORT ALL LEARNERS - Teacher Guides extend the scope and sequence with clear lesson instructions to develop content understanding and individual student considerations concerning mastery and possible misconceptions. HMH Into Reading offers strong guidance to provide student engagement and inquiry opportunities to fuel personal and content growth. Fidelity to the Into Reading guidance for differentiation and support for learners promotes learning opportunities where all students will learn and grow on a rigorous path. The specific guidance supporting differentiation and extensions creates entry points to learning for all students. Further, text selections include character names and stories relatable to all student and family experiences throughout the curriculum allowing each student to have a community and individually unique learning experience.

4) QUALITY OF CONTENT - HMH Into Reading lessons are based on clear, measurable objectives. Each module's learning is also guided and framed by an Essential Question to connect all of the learning strands. (IE KINDER-MODULE 8 - "HOW DO PLANTS BECOME FOOD?") Each day's lessons include a strong mixture of appropriate instructional strategies based on the need of the skill taught. Lesson structures ensure that learning effectively weaves Reading and Writing Workshop with Vocabulary instruction in alignment with Scarborough's Rope also including Science of Teaching Reading founded K-3 Foundational Skills lesson components. Into Reading provides teachers and leaders a comprehensive balance between formative and summative assessments (beginning with resources for placement and diagnostic assessments) to evaluate the success of instruction. The assessments further provide supportive guidance to prescribe additional instructional responses to ensure timely student mastery.(New 2024 alignment to NWEA MAP Growth Structures and Reporting)

5)GRADES 3-8 EXPANSION - Usage of 3rd - 8th Grade HMH Into Reading offers proficient instructional materials for

usage and adoption with each grade expansion. All grade levels meeting 100% TEKS alignment.

MISSION DESIGN ELEMENTS (ALIGNMENT) - HMH Into Reading Reading and Writing Workshop Text and Writing prompts and other curriculum experiences expose students to stories and ideas to spark curiosity and passion in varied areas. Intentional connections to Essential Question within modules focus and cross-curriculum ideas in materials will support the differentiation of GENIUS HOUR activities and projects.

EUREKA MATH TEKS EDITION

Eureka Math TEKS Edition is listed as TEA Available Instructional Materials[24] as a part of OER materials. Based on this endorsement Infinite Minds will use Eureka Math TEKS Edition offering quality MATH core and intervention curriculum in both print and software. Additionally, it is grounded in research and boasts engaging materials, further validated by its proven effectiveness in high-performing schools. The selection of a curriculum with core instruction and intervention is a priority as we are cognizant of the prevalent gaps in Math performance across the state. Eureka Math TEKS Edition curriculum offers 180 Days of TEKS-aligned lessons listed in their comprehensive scope and sequence.

1)TEKS ALIGNMENT - Eureka Math TEKS Edition materials are largely aligned with the Texas Essential Knowledge and Skills for Mathematics (TEKS) and will be utilized as the primary curriculum in the math classroom, with minor supplementing of initial lesson models and practice sets, to meet rigor and depth of knowledge and skills for all standards. Material lesson, home, and supplemental resources are tailored for use based on student individual needs allowing for scaffolding and supplementation of learning across grade level.

TEXAS: KINDERGARTEN - 2ND

All TEKS have aligned lesson components with some needs to address a wider practice set of numbers or skills. (I.e. TEKS - generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20 and EUREKA NOTE: Supplemental material is necessary to address numbers 11–20.)

Personal financial literacy TEKS - Need Supplement (Teacher Scope and Sequence will include (State Approved Financial Literacy)[25]

NOTE: Newly added financial literacy TEKS are not included but will be addressed during the adoption and audit process.

2)TEACHER ACCESSIBILITY - Each Module has an overview that is instructive and reviews the topics included to support a teachers content reinforcement or building of knowledge. The included curriculum study supports teachers of all levels in strengthening their representation of concepts. Eureka Math TEKS Edition provides both print and software materials. In connections, Eureka's curriculum map focuses deeply on building a strong conceptual mathematical foundation for students. With this foundation, executable lessons include focus, coherence, and rigor. Great Minds offers various virtual and in-person professional learning support to ensure teacher mastery of materials for effective instructional outcomes.

3) SUPPORT ALL LEARNERS - Eureka Math TEKS Edition encourages the innovative approach of students developing varied practices and approaches to solving problems. This allows for them to take knowledge and individual perspective on a problem producing concrete learning. Eureka works with teachers to create classroom math communities where all students feel they belong and can deeply learn the math content through peer engagement. Students are encouraged to include and bring themselves to math learning. Aligning their approach to the Universal Design for Learning, Great Minds takes care to tailor the construction of their lessons and curriculum materials to proactively align to the needs of students.

4) QUALITY OF CONTENT - Eureka lessons build concepts from number sense in kinder to greater complexities of computation in the progression of grades. Complexity moves from simple number knowledge to concepts of computation. Standards-aligned formative and summative assessments provide the data for a responsive instructional cycle. Eureka's instructional design including pedagogy and content works in cycle with curriculum. This approach provides teachers with feedback on student progress towards a learning objective and flexible material to respond to students' needs and pacing.

5) GRADES 3-8 EXPANSION - Usage of 3rd - 8th Grade Eureka Math offers proficient instructional materials for usage and adoption with each grade expansion. The Eureka Math TEKS Edition State Standards Alignment document continues to indicate the need for review and supplemental lesson materials and guidance. At each Grade level adoption, the Dean will develop the appropriate guidance documentation and resources.

MISSION DESIGN ELEMENTS (ALIGNMENT) - Eureka lesson structures focused on balancing INDEPENDENT and

COLLABORATIVE learning support students and teachers building the inner or first level of community. Students will have daily opportunities to experience and grow in the interdependence of their classroom in harnessing learning toward change. Students will also have direct Financial Literacy curriculum learning in direct instruction and in project-based learning in support of building their passions and experience during GENIUS HOUR.

PHD SCIENCE LEVEL - TEKS EDITION LEARNING CYCLE.

PhD includes three fully TEKS aligned and engaging modules in each grade K-5. Students are engaged in learning through five content stages: Wonder, Organize, Reveal, Distill, and Know. The curriculum engages research-based Scientific Investigation and Reasoning standards through phenomena and developing knowledge and skills through doing; directly aligned to our experiential learning model.

1)TEKS ALIGNMENT - PhD curriculum covers 100% of the TEKS. TEKS are grouped into weekly topic areas in support of the curriculum studies format. TEKS are addressed into three modules/topics guided by module topics and essential questions.

2)TEACHER ACCESSIBILITY - The development of this curriculum included the input of teacher-making the content more teacher user friendly. This is most evident through the module overview in the teacher edition reviews and addresses the focus phenomenon related questions, module maps, and other resources that build a teachers concept expertise in preparation for teaching and learning. Great Minds offers a menu of Professional development that can be tailored to the needs of a campus. Great Minds offers various virtual and in-person professional learning support to ensure teacher mastery of materials for effective instructional outcomes.

3) SUPPORT ALL LEARNERS - Materials for Science support hands-on learning and exploration of phenomena. The PhD curriculum follows a principle of "Activity Before Concept" and "Concept Before Terminology," which means that knowledge is developed through investigative, evidence-based learning. Students are engaged in rigorous learning with support for differentiation of content and processes to arrive at mastery. Access to learning is furthered through included authentic text and media. Lesson instructions also include guidance for supporting EL Learners and other differentiations for individual learner needs.

4) QUALITY OF CONTENT - Teachers are provided digital tools to support engagement. Science lessons focus on varied phenomena supporting scientific thinking and ideas that are transferable across grade levels. Science lessons use the 7E Learning model distilled into five content stages to establish inquiry and learning. Formative and Summative assessments are included internally in lessons to support teachers ability to determine learning and mastery. Electronic student materials are provided to support student tracking of investigation and findings.

5) GRADES7-8 EXPANSION - In planning of curriculum support documents, 5th grade science materials will include additional assessments to gauge student mastery of K-4 science in support of success on grade level STAAR. Additionally in accordance with the curriculum adoption process at this point in the growth model, curriculum appropriate to 7-8 Science Instruction and Learning will be evaluated for adoption.

MISSION DESIGN ELEMENTS (ALIGNMENT) - PhD content supports student development of curiosity and passion in the presentation of scientific 7E aligned and asking and answering questions. Students will continue and apply concepts developed in science to envision, plan, and execute SERVICE LEARNING opportunities in partnership with school community partners. Teacher Curriculum Guidance materials will give intentional instructional tools, practices and connections to targeted GENIUS HOUR ideas to make appropriate connections into extended projects in reinforcement and extension of learning . This process of extending the application of TEKS proficiency to ideas and concepts personal to students enhances and ensures students move from proficiency to college ready mastery.

TEXAS STUDIES WEEKLY (SOCIAL STUDIES)

TEKS-aligned, highly engaging with activities, videos and more specifically designed for Texas learners. Studies Weekly has developed new, 32-week consumable publications with both print and online learning options to support and cover 100% of the streamlined TEKS and ELPS and externally validated byTexas curriculum experts. Social Studies comprehensive scope and sequence were recently reviewed to meet the latest adjustments to TEKS content.

1)TEKS ALIGNMENT - TEKS are grouped into weekly topic areas in support of the curriculum studies format.

2)TEACHER ACCESSIBILITY - Materials give appropriate guidance for executing the lesson including material, vocabulary, and resources for all levels of teacher. Customizable PD resources and sessions are available.

3) SUPPORT ALL LEARNERS - Social Studies lessons are content-forward teaching basic civic ideas and vocabulary.

When appropriate, connections are made to students' homes and experiences. (ie lesson on Goods and Services - connections made to home items and Thanksgiving traditions.) Components of Social Studies are relevant in meeting the allowed exploration into current and world events per TEA standards.

4) QUALITY OF CONTENT - Social Studies lessons are connected by ideas of school and community K-3, building in connection to understanding and perspective of the greater world and community. Social Studies core text supports cross-curricular knowledge and skills development with ELAR content. Formative and Summative assessments tracking systems provide DATA THAT INFORMS INSTRUCTION. The unique reader/magazine format allows each student a physical and personal instructional tool to engage with during learning. Teachers are also provided accompanying digital tools to support engagement.

5) GRADES 3-6 EXPANSION - Usage of 3rd - 6th Grade Texas Studies Weekly offers proficient instructional materials for usage and adoption with each grade expansion.

MISSION DESIGN ELEMENTS (ALIGNMENT) - Studies Weekly's content encourages student curiosity and passion, particularly in the realm of Social Studies and civics. This learning approach nurtures critical thinking skills by integrating service-oriented projects, enabling students to actively explore and understand their roles in their school, family, neighborhood, and the global community. Students will continue and apply concepts developed in all contents including Social Studies to envision, plan, and execute SERVICE LEARNING opportunities in partnership with school community partners. Teacher Curriculum Guidance materials will give intentional instructional tools, practices and connections to targeted SERVICE LEARNING ideas to make the appropriate connection. This process of extending the application of TEKS proficiency to ideas and concepts personal to students enhances and ensures students move from proficiency to college ready mastery.

Reasonable instructional scaffolding guidance is determined during teacher/leader planning time and implemented as appropriate for all lessons to ensure the success of all learners.

Describe the process for systematic review, adoption, continuous improvement of High-Quality Instructional Material (HQIM).

If offering early elementary grades, discuss the selected literacy materials and how they meet research-based best practice in the science of teaching reading.

If developing instructional materials locally, describe the plan for development and personnel responsible for ensuring the materials meet the definition of high-quality.

At Infinite Minds we are not developing core content instructional materials locally but have committed to adopting High-Quality Instructional Materials for all core content (Reading, Math, Science, and Social Studies) that are TEKS aligned, developed with the science of teaching reading components—phonemic awareness, phonics, fluency, vocabulary, and comprehension –and are research-based. Simultaneously, we further commit to engaging in the due diligence of evaluating these resources as meeting the further standard of aligning with our Infinite Mind's mission and vision. Based on this initial evaluation, each of our curricula meets these requirements but we will supplement based on the individual needs of our students during implementation.

Our launching instructional leadership team (Superintendent/Principal, Dean, Bilingual Coordinator, SpEd Lead) will engage in an annual audit process of each curriculum in three phases. See attachment F1 for the Start-Up Plan which includes dedicated time to review all curriculum materials for compliance with state law. This process will be conducted annually as we continue to grow to scale.

REVIEW

*The Curriculum Review Process will focus on TEKS alignment: 1) Which TEKS are assessed and how often each TEK is assessed?, 2) How specific TEKS are assessed? 3) What does the publisher recommend as the number of days to cover 100% of the TEKS

*Based on the outcome of the evaluation, we will develop a scope and sequence/ curriculum map document based on the Infinite Minds calendar teachers/coaches can reference to quickly see:

Pacing plan/# of days for each module

Priority skills for each module
TEKs addressed in each module

*Beyond the Year at a Glance, strengthening/development of any partially aligned math TEK is necessary. To support these gaps and ensure explicit instruction for appropriate lessons. The instructional leadership team includes the Principal, Dean, Bilingual Coordinator, and SpEd Lead to develop accompanying lesson models and practice guidance to ensure that content, rigor, mastery, and scaffolding considerations of the intended learning is experienced in each classroom.

ADOPTION

Through this process, we will propose the curriculum and resources to the Board for approval. Once approved, we will proceed to purchase the necessary materials. Following the material acquisition—the instructional lead team (Principal, Dean, and Legal representation)—will be an audit of the units and lessons for each grade level to ensure compliance with Texas Law. We are committed to strict adherence to the law, making it a cornerstone of our curriculum audit process. Any curriculum that deviates from the prescribed guidelines will be promptly removed to maintain compliance. Our comprehensive strategy guarantees that all Texas Essential Knowledge and Skills (TEKS) will be thoroughly covered in the curriculum we select. Moreover, we have built dedicated time into our annual planning schedule to review and reassess our curriculum continually as outlined above. This ongoing process ensures that our educational materials remain up to date and aligned with the evolving educational landscape, providing the best possible learning experience for our students. Subsequently, we will prepare teacher Professional Development sessions, focus on internalizing the curriculum units and lessons, and, finally, execute the lessons in the classroom.

CONTINUOUS IMPROVEMENT

The curriculum evaluation committee will consist of the Dean, Board member, teacher, and parents/caregivers representative. Ongoing curriculum evaluations will focus on unit and semester data outcomes, observational data related to effective implementation, overall students on grade level, and review of student work. Rubric will be developed by the Superintendent and Principal and adopted upon approval by the curriculum evaluation committee, it will be similar to rubrics found on EdReports but will encompass indicators unique to the Infinite Minds experiential model. If a curriculum is deemed ineffective, at least two other curriculum offers must be evaluated for adoption one year prior to implementation and approval by the Board.

Infinite Minds will grow to serve grades K-8, therefore we will conduct an annual audit of the curriculum for the new grade level. Expansion Curriculum selection will be based on the original Infinite Minds criteria and include updates based on TEA or SBOE policies or laws dictating the need. Final recommendations will be made to the Board yearly who will review findings and vote to renew usage or adopt new curriculum until we are at full scale.

Genius Hour Framework

To ensure the successful implementation of our Genius Hour program, the Superintendent will create a framework that guides pacing for Genius Hour over the course of the school year—Roadmap to Genius. This plan outlines the estimated duration for each component of the Genius Hour model including; specific objectives, key assignments or checkpoints, and activity with considerations to holidays or testing periods that would cause disruptions. Genius Hour is a cyclical process and students will be provided a framework to work and the teacher must provide feedback to facilitate the process: 1) Pose a question & pitch 2) Find resources 3) Interpret Information 4) Report Findings = Presentation of product.

By following the Roadmap to Genius, teachers can effectively facilitate student pacing and product to ensure that students have a comprehensive experience throughout the school year. Genius Hour is designed to provide the most explicit differentiation for all learners, recognizing that each student has their unique strengths and passions. The final scope and sequence for Genius Hour will be presented to the Full Board for consideration and review, ensuring that it aligns with our overall educational goals. This collaborative approach to instructional material development will enable us to provide a structured yet flexible learning experience that fosters creativity, critical thinking, and a deep love for learning among our students.

To gauge the effectiveness of the program, we will implement a robust assessment process. Students will present their Genius Hour projects every quarter, allowing them to showcase their learning and growth. To maintain consistency and fairness in evaluating these projects, we will develop a detailed rubric that aligns with each stage of the Genius Hour project. This assessment tool will not only measure the quality of the final product but also the process, requiring students to engage in thoughtful planning, research, and reflection.

DIFFERENTIATED RESEARCH-BASED INSTRUCTION

How will differentiation appear in lesson planning and daily activities? Identify school-wide, research-based instructional strategies that specifically benefit students with disabilities, emergent bilingual/English learners, and students performing above and below grade level in the same classroom environment.

In line with our mission and vision, we employ a comprehensive approach to differentiation and intervention in our curriculum offerings. At the heart of our instructional framework is the Gradual Release of Responsibility model, which consists of three phases: "I do" (teacher modeling), "we do" (collaborative learning), and "you do" (independent practice). This structured approach of high quality Tier 1 instruction empowers students to gradually take ownership of their learning journey while receiving essential support from their teachers. We aim to achieve student mastery during the initial introduction of a core concept.

We are though fully aware that each student possesses a unique set of strengths and challenges. Therefore, our model places a strong emphasis on personalized practice, recognizing that students from diverse backgrounds, including emergent bilingual (EB), special education (SPED), at-risk, and gifted students, may require tailored instruction. Our approach ensures that these students receive the targeted support to excel during Tier 1 instruction as well as in scheduled intervention and acceleration periods. Genius Hour will provide additional opportunities for reinforced alignment as teachers and students are tasks to make direct connection to core content.

This comprehensive approach is our Tier 1 strategy, with teachers taking on the crucial role of facilitating differentiation to meet the diverse needs of our students. We begin our teaching methodology with an explicit model for new learning and then branch out into various approaches within each lesson, allowing students to follow an individualized path towards inquiry and providing ample practice to master each skill.

To guarantee the success of this approach, our educators undergo specialized training in the Multi-Tiered System of Supports (MTSS), enabling them to align instructional and intervention strategies with the unique needs of each student. Teachers receive continuous support in differentiation strategies across four essential areas: content, process, product, and interest, supported by weekly planning, observation, and coaching to address both academic and non-academic needs. They strategically plan diverse avenues for students to access essential content, utilizing available materials in both hard copy and online formats, often complemented by educational games that facilitate skill mastery. Additionally, classroom teachers are participants within the MTSS Team.

The learning process is diversified to enable students to work independently, in pairs, or in small groups, fostering individual understanding and collaboration within the learning community. Our teachers employ creative strategies to engage students, offering unique seating options, incorporating instrumental music during practice, or utilizing outdoor settings for instruction. In terms of products, or how students demonstrate their knowledge and skills, we emphasize multiple pathways for showcasing their grasp of the material. These may include discussions, written assignments, manipulative use, tests, projects, and more. Our educators are dedicated to tailoring assessments to cater to individual strengths and learning styles.

Now, let's delve into specific differentiation strategies for particular student groups:

PERSONALIZED LEARNING PLANS (PLPs): We kickstart differentiation by creating personalized learning plans for every student. These plans serve as individualized roadmaps for their educational journey, outlining specific goals, strategies, and resources tailored to their unique strengths, interests, and areas of growth. This approach ensures that the learning experience is finely tuned to meet the distinct needs of every learner. The high-quality

Instructional materials, HMH and Eureka, include built-in differentiation guidance to support learners who may be behind in TEKs.

SUPPORT FOR STUDENTS WITH DISABILITIES (SPED): In our commitment to inclusivity, all our educators are well-informed and responsible for upholding Individualized Education Plans (IEPs) as outlined for students with disabilities. We ensure that classrooms are equipped with visual aids and manipulatives, catering to various learning styles and needs. Our hands-on learning approach provides valuable support to students with special learning requirements. Additionally, as teachers internalize lesson plans, they will be asked to annotate differentiated strategies for students with IEPs.

SUPPORT FOR EMERGENT BILINGUAL STUDENTS: We aim to offer a Dual Language One-Way program designed to meet the needs of emergent bilingual (EB) students. Those whose primary language is Spanish receive instruction in both Spanish and English. Our carefully selected literacy materials encompass lessons in both languages, fostering bilingualism and biliteracy. For EB students whose primary language differs from Spanish, we provide simplified language and vocabulary support within the lessons to facilitate comprehension. Additionally, the selected high quality instructional materials HMH and Eureka have embedded differentiation guidance. Lastly, as teachers internalize daily lesson plans, they will be asked to annotate with vocabulary and sentence frames to facilitate discussions in class.

GIFTED AND TALENTED STUDENTS: Our PLPs also extend benefits to our gifted and talented students. These plans spotlight areas where these students can progress at an accelerated pace, participate in interdisciplinary projects, and delve into advanced content. Our scheduling includes dedicated time for Genius Hour, allowing these students to engage in self-directed, faster-paced learning. Daily intervention and acceleration sessions are available to support those who require a more challenging curriculum. There is guidance within HMH and Eureka in how to provide students with materials to advance their mastery of additional concepts.

Lastly, under our design elements, we offer cross-curricular connections between content areas with Service Learning, and Genius Hour. Within our Tier One instruction, we emphasize opportunities for individual extension, inquiry, and connections during and beyond independent practice. In addition to core content, students have the option to use specific tools to make connections, notations, and research plans related to new learning and to address the questions they have set in their passion projects for Genius Hour. Drawing upon research from the Department of Education, our pedagogical practices encourage the identification and development of interests, including the use of Exploration Centers, sparking critical and creative thinking, and fostering problem-solving skills. This approach paves the way for learning to extend within, across, and beyond the classroom, enriching the overall educational experience.

SPECIAL POPULATIONS

[CLICK HERE TO VIEW RELATED TERMINOLOGY, RESOURCES, AND EVALUATION CRITERIA](#)

STAFFING PROJECTIONS: SPECIAL EDUCATION

Estimated Number of SPED Teachers for Year 1

2

Estimated Number of SPED Support Staff for Year 1

1

IDENTIFYING AND SERVING SPECIAL EDUCATION STUDENTS

Describe the methods for identifying, evaluating, and appropriately placing students with disabilities in the most appropriate educational setting. Without restating the federal requirements, describe how the school will meet the obligations of Child Find within the proposed model of the school.

At Infinite Minds it is our mission to know every student by name and need to ensure that high-quality instruction is inclusive and accessible by all learners within the Least Restrictive Environment (LRE). All students can and will learn but the access points to the knowledge may vary by process, content, product, and environment. We are an open enrollment school and will do our due diligence to serve 100% of our learners in the healthiest environment for their needs whether they require a Self-contained classroom, or experience Emotional Dysregulation, autism, or non-verbal support. High expectations for exceptional and twice-exceptional learners are paramount. We commit to identifying students early and as often as necessary to honor our commitment to all learners. We provide resources, training, and strategies to help educators effectively cater to the unique requirements of these students. This support will include differentiated instruction for core content, Genius Hour and strict adherence to the IEP outlined accommodations to address learning disabilities or special needs. We anticipate 13% SpEd students in Year 1 which equates to 27 students and will staff to include a teacher-to-student ratio of 14:1. At Infinite Minds, we have specifically budgeted for 2 SpEd Teachers, 1 of which will be a stipended SpEd lead– and a SpEd assistant for Year 1, and the staff will grow with the SpEd demands.

UNITED FOR EXCELLENCE PARENTS/CAREGIVERS AS PARTNERS AND CONTINUOUS LEARNERS We believe that our impact is greater when we lead with servant leadership and collaborate with the community. This intentional focus on building cross-functional partnerships and connections, fostering relationships among students, staff, parents/caregivers, and the wider community is a deliberate entry point to begin the Child Find process. There are multiple entry points for Child Find identification such as learners with an existing IEP, parent/guardian/caregiver referral, school staff referral, or external evaluation.

High-quality special education requires the dedication of all stakeholders, leaders, teachers, specialty teachers, therapists/diagnosticians, support staff, and parents/caregivers. In the budget, you will see the financial allocation of the Registrar, SpEd Lead, Dean, teachers, and contracted SpEd support staff to manage and facilitate the cyclical process of identifying and serving students with disabilities. See Attachment OP1 org chart or F3 Financial Workbook.

The SpEd Lead (Teacher) role is vital to conducting the Child Find process that begins during student registration before enrollment. Part of the requirements will include the “Child Find Questionnaire” for parents/caregivers regarding special education status at prior school, 504 plan, or the suspicion of learning/behavioral challenges. The role of the SpEd Lead, in collaboration with the Registrar, during Year 0, requires the support to parents inquiries and review of registration responses to manage records requests of SpEd, 504, or RTI documents.

The SpEd Lead is responsible for overseeing the SpEd training, processes, and software documentation for accountability and compliance. The Principal is responsible for the management of 504/MTSS training, processes, and software for accountability and compliance. The principal will be responsible for managing the SpEd teaching and co-teaching personnel until the full-time SpEd Lead is hired Y5 (See Attachment OP1). Close collaboration with the campus leadership team and parents/caregivers of our learners guarantees that all parties are informed and in collaboration.

Infinite Minds will establish contracts with support personnel to offer evaluation, speech therapy, occupational therapy, crisis prevention training for staff, and others as required by students' IEPs. Additionally, the Principal, Dean, General education teachers, and Special education teachers will be in direct support of SpEd compliance. The MTSS Team will be our first line of offense to ensure all learners access high-quality instruction in the method that best serves them. Tier 2 instruction is managed by the MTSS Team. If/when Tier 2 interventions are ineffective the Tier 3 will be implemented as as instruction becomes highly specialized or requiring individual staffing support a referral for evaluation may be deemed necessary. The MTSS Team will be composed of teachers (based on grade level), a SpEd teacher, either the Principal or Dean, and the Bilingual Coordinator and will meet monthly. The ARD

committee will always include; a parent, diagnostician/personnel who can explain evaluation, 1 General education teacher, 1 special education teacher, 1 leader (either Principal or Dean) as LEA rep. These 2 dynamic teams will support the twice-exceptional learners' journey to limitless excellence. If our "Child Find Questionnaire" reveals an Infinite Minds learner has an IEP, we will begin the process outlined below to support them at the beginning of enrollment.

EXISTING IEP

A portion of summer professional development will be devoted to distributing, reviewing, and preparing for students identified as SpEd or 504. All teachers and leaders will be present for this session to ensure alignment and effective implementation of IEP or 504 plans. The SpEd Lead will facilitate this professional development session for clarity of the standard operating procedure, staff role and responsibility, and software that will be used to house these documents. The SpEd teachers and co-teachers will be leveraged to support the planning considerations to develop appropriate scaffolding, accommodations, or modifications as outlined in the IEP or 504 plans to uphold in the Least Restrictive Environment (LRE). Additionally, this time will explain the process of referring students for evaluation.

All learners that were previously identified as SpEd will participate in either continuation of services or we will host a transfer ARD within 30 school days to facilitate seamless services from the previous school to Infinite Minds.

Continuation of services allows seamless SpEd accommodations to start the school year before the transfer ARD but requires the following criteria below to be met. If a student is transferring from a Texas school district 1) the full IEP needs to be available and 2) is appropriate, and 3) we obtain written parent/guardian consent of "IEP satisfaction", then it can be upheld as is. If the previous terms are met then parent/caregiver receives procedural safeguards, the SpEd lead requests previous school records, and follow-up ARD within 30 school days via Frontline or similar SpEd tracking software. In the event that the previous 4 terms are unmet then we will obtain parent/caregiver consent of initial placement, transfer ARD must be completed upon "enrollment", contact with previous school for verbal confirmation of SpEd placement, and the ARD committee meets to review the existing performance records, diagnoses, and services to be rendered. If/when we have a learner that transfers to our campus from out of state then we will hold ARD meeting, upon enrollment, review existing IEP to determine if appropriate and transferable as is, determine if additional evaluation is necessary, obtain consent for initial placement, schedule follow-up ARD within 30 calendar days of the meeting, if IEP requires revision or additional evaluation, and if previous district records are not retrieved, we must follow the initial eval process with the 15-45-30 timelines.

INITIAL REFERRAL- PARENT REQUEST

Infinite Minds requires collaboration and partnership with our school community. It posits that parental education about the SpEd process occurs early and often to empower their ability to advocate and hold us accountable to policies and procedures to know every student by name and need. Therefore, parental requests to service our learners will be taken seriously.

When a parent/caregiver requests SpEd evaluations it can be delivered as a verbal or written request. However, to maintain clear accountability and documentation, all requests will be captured in written form to indicate the date of receipt. Parents are allowed to make this request to any Infinite Minds staff member (teacher, co-teacher, leader, or support staff), hence the importance of all staff professional development around the standard operating procedure for SpEd referrals. Upon receipt of a parent/caregiver request for special education evaluation, the staff member must transcribe onto the campus "Child Find" referral form. This will be provided to the SpEd Lead within 24 hours. The date indicated on the "Child Find" referral will be used to determine the 15 school day deadline for obtaining parent/ caregiver consent for evaluation and providing the procedural safeguards.

Once the signed and dated parental consent is received then there are 45 school days to conduct the Full Initial Individual Evaluation (FIIIE) to assess all areas of suspected disability and notification of the initial ARD meeting (5 days prior to the meeting date). Initial ARD must be held within 30 calendar days of the FIIIE to review the outcome

of the evaluation and the learner's placement for the LRE based on needs and ARD committee's determination. Learner attendance is important during this process as absences can disrupt evaluation process and belabor the timeline of the initial ARD and services provided.

Consequently, if an initial parent/caregiver request is received at the end of year (EOY) the timeline for evaluation will differ slightly, nonetheless, prompt response is still critical. If a parent/caregiver submits a verbal or written request of evaluation, we have 15 school days to respond to the request with a consent for eval and procedural safeguards. When the signed consent is less than 45 school days before the end of the school year, then Infinite Minds has until June 30th to conduct the FIE. The initial ARD will be prioritized and conducted within 15 school days of the subsequent school year.

INITIAL REFERRAL- SCHOOL STAFF

Many students will typically benefit from strong Tier 1 instruction. However, for students with disabilities, we are committed to following the Multi-Tiered System of Supports (MTSS) process, 504 Plan, or IEP. With MTSS, we aim to address their specific requirements by transitioning to Tier 2 interventions. In Tier 2, we will provide more targeted interventions, such as small group re-teaching or extended time on a designated task. These supports will take place during the designated core content time and the intervention/acceleration block (See Attachment OP3 Schedule). It is crucial to mention that in Tier 2, the MTSS team will be responsible for monitoring the impact of these targeted supports during the monthly meetings. By working collaboratively, this team can ensure the implementation of effective interventions and monitor the progress of students with more severe disabilities.

In the event that there are learners that are presenting with challenges in the school setting, any educator in the setting can submit the internal "Child Find" referral for evaluation to the SpEd Lead. Regardless of the learners' placement within MTSS these referrals must be reviewed. Upon receipt, this will prompt implementation into the MTSS process for support and simultaneous steps for the SpEd referral process. The MTSS team will meet monthly to review the anecdotal data points to determine Tier 2 or Tier 3 support for learners of concern. The SpEd Lead must follow the 15-45-30 (15 days from request to retrieve parental/caregiver consent, 45 school days to conduct evaluation, 30 calendar days to host initial ARD) timeline for SpEd evaluation as outlined by Texas Law. Throughout this timeline the learner will receive support via the MTSS Team recommendations to document progress and provide data to support accommodations if/when learner comes to initial ARD. If the parent refuses consent for evaluation, then the MTSS team will continue Tier 2/Tier 3 support or recommend a 504 program if deemed necessary. The goal is to ensure that any learner with academic or challenges otherwise receives the necessary support to meet the grade level standards and high expectations for all in the LRE reinforces the importance of our design with Parents/Caregivers as partners.

EXTERNAL EVALUATION/REFERRAL

We understand that our parents/caregivers may leverage resources outside of Infinite Minds for evaluation or referrals. We intend to collaborate with outside agencies to best understand the goals or concerns of learners to provide the environment for them to thrive. Upon receipt of an external evaluation, we will begin the initial evaluation timeline of 15-45-30. Our contracted diagnostician will conduct the FIE upon receipt of parent/caregiver consent for internal evaluation.

Child Find

Additionally, We will share with the community concerning services offered to all individuals with disabilities and maintain records of efforts that may include:

1. Providing information regarding the availability of screenings and other services through posting of brochures at all school campuses, the local newspaper, brochures, our Student/Parent Handbook, and other print media
2. Participating in a network of public information dissemination to assist with locating highly mobile and migrant children, which includes contacting other agencies, daycare facilities, and community public locations such as doctor offices, hospitals, laundry facilities, and facilities providing services to students with disabilities
3. Provide Child Find information to local private schools and discuss with private school officials regarding the MTSS/RTI Team process

4. Referring individuals ages 0-3 to a local Early Childhood Intervention (ECI) program for evaluation

The identifying, evaluating, and appropriately placing students with disabilities in the most appropriate educational setting via Child Find requires the collaborative efforts of Infinite Minds staff, parents/caregivers, and the community. Through intentional partnership, we can identify goals to monitor progress and place learners with disabilities in the LRE and access to the most appropriate academic material.

Describe the free appropriate public education (FAPE) model that will meet students with disabilities' unique needs in the least restrictive environment (LRE) within the design of the proposed school. Outline a thorough continuum of services.

Real-world learning opportunities will create an access point to cement instruction to application in life. An opportunity for special education students to shine and showcase their understanding of the instructional material in unique ways. Celebrating success and progress will be a cornerstone to instill confidence and commitment in learners to give their best effort even when they are unsure. A culture that embraces mistakes as an opportunity for growth provides a chance for learning to be uninhibited by fear of failure, embarrassment, or ridicule and helps ensure that students receive the Free Appropriate Public Education they deserve.

Infinite Minds is committed to offering a full continuum of services for SpEd learners in the Least Restrictive Environment (LRE) regardless of disability severity. The ARD committee (SpEd teacher, Gen ed teacher, parent, Principal/Dean) will meet annually to ensure adequate progress toward goals as specified in the IEP and will make recommendations to ensure whether mild, moderate, or severe disability that each learner receives the highest quality instruction.

Inclusion Placement: At Infinite Minds, we are committed to providing an inclusive learning environment that honors the principle of the least restrictive environment for students with mild disabilities. In these inclusive spaces, learners will receive targeted differentiation, such as small group instruction, preferential seating, and extended time to complete tasks. Our goal is to create Individualized Education Plans (IEPs) that support their access to grade-level content within the general education setting by providing the necessary accommodations. SpEd pull-out services can be scheduled during the intervention block to protect student time within the general education setting for core content instruction.

We understand that disabilities can impact one or multiple content areas, and, as such, the Admission, Review, and Dismissal (ARD) committee will determine the required time allocation and frequency of special education support personnel. It is the collective responsibility of all general education teachers working with these students to receive a copy of the IEP, which will serve as a reference for accommodations, goals, and scheduling needs. At Infinite Minds, we are dedicated to fostering an inclusive and supportive educational environment where every learner can thrive and we commit to providing the appropriate support services as outlined in their IEP and 504 plans.

Resource/ Content Mastery: Infinite Minds believes that every student possesses innate brilliance, including those with mild to moderate learning disabilities. To support their educational journey, we offer content mastery services designed to provide the necessary assistance while maximizing their time in the general education setting. This approach ensures that at least 50% of the learner's time is spent in the general education classroom, allowing for small group instruction with special education teachers or contracted therapists.

For students diagnosed with Dyslexia designated time with a trained teacher to address their specific needs. Individualized Education Plans (IEPs) will outline the daily/weekly minutes required to support their growth and progress. We are committed to coordinating content mastery minutes and general education learning environments in a way that minimizes disruption and ensures a smooth transition between multiple learning spaces. At Infinite Minds, we empower every student to reach their full potential, fostering an inclusive and

supportive educational experience.

Self-Contained Classroom: Infinite Minds embraces a culture that will recognize the unique needs of all learners, including those with severe disabilities. While self-contained settings are typically designed for students with severe disabilities who may not thrive in the general education setting for more than 50% of the school day, we are committed to providing learners with a supportive and inclusive educational experience. To ensure their success, we have allocated resources for 2 special education teachers and 1 paraprofessional who will cater to the unique needs of our special education students in the self-contained setting, if required. Our goal is to create an environment where these learners can develop essential skills and prepare for life beyond the special education program, especially as they reach secondary grade levels.

We understand that the allocation of their time may need to be adjusted based on the outcomes of our Child Find efforts before the school year begins as we enroll and identify students with additional needs. At Infinite Minds, we are committed to proactive planning, and collaboration with parents/caregivers, teachers, and students to ensure that every learner, regardless of their abilities, can participate meaningfully in the 3 M's, Genius Hour, and service learning projects.

Homebound services: Students who are unable to come to the physical school building due to disability/health impairment. These students will be served through contracted services and who are hired on an as-needed basis. The frequency and duration of homebound services will be determined by the ARD Committee.

Students with the most severe disabilities that require exclusion from more than 50% of the general education setting will have multiple points in the school day to connect with their peers. Inclusion time during the 3 M's, Genius Hour, enrichment, real-world service learning projects, and community workshops. Being placed in the self-contained classroom or homebound does not automatically deem learners excluded from these activities. Quite the opposite, the ARD committee will convene to determine the academic, social, and behavioral impact, and alignment with the goals of the IEP. School personnel will work to accommodate all learners' needs to support successful participation. During a community workshop, provide preferential seating arrangements for easy access to and from the location of the event.

We will aim to meet learners' needs in the least restrictive environment, the general education classroom with support inside the classroom. Instructional material will include multiple representations of the material; audio, video, text, and hands-on application. There will be assessment material in the form of projects, exit tickets, discussions, writing, etc. Engaging learners in material that they can relate to and connect to their prior knowledge.

Nicholas Pascale, one of our board members brings a wealth of experience and expertise in the field of education, particularly in the realm of special education. Holding certifications in K-12 Special Education, self-contained classrooms, and inclusion practices, they have a deep understanding of the unique needs of students with disabilities. With a background as a Special Education Coordinator, this board member has a proven track record of supporting and advocating for students with diverse learning needs. Their experience and knowledge in developing and implementing specialized programs make them a valuable asset to Infinite Minds. With their guidance and insights, we are well-equipped to create a learning environment that caters to the needs of every student, fostering a culture of inclusivity, support, and academic excellence.

How will the school assess for over-identification and representation of particular student groups in special education programs?

Data analysis plays a critical role in informing decision-making and driving progress within an educational setting. While academic performance is a key measure of progress, it is equally important for leaders, teachers, and support staff to be mindful of behavior and social development. As part of our commitment to continuous improvement, the MTSS team at Infinite Minds will hold quarterly meetings where we will examine trends in various

areas, including behavior interventions, suspensions, absences, and referrals.

Recognizing the significance of data analysis, we understand the potential consequences of ignoring or over-identifying student referrals and disciplinary actions. We acknowledge over-identifying as harmful to the confidence of our learners and undermine our mission to provide a high-quality and accessible education for all exceptional and twice-exceptional students; all means all. The Principal and Dean will access and analyze the data to report to the MTSS teams. Each MTSS team includes the SpEd teacher, campus leadership as designated, bilingual education teacher/non-bilingual education teacher, counselor, and social worker. They are specific to grade level so there is ample time to discuss quantitative and qualitative data for students of concern.

The MTSS team plays a substantial role in preventing the over-identification of students for special education programming. This involves a two-step process aimed at reducing the likelihood of over-identification: 1) Teacher ongoing training for strong Tier 1 instruction, referral process for MTSS, and /or SpEd 2) special education referrals are initially directed to the MTSS Team. This allows us to implement Tier 2 or Tier 3 interventions, closely monitor progress, and assess the effectiveness of these interventions. 3) Campus leaders are involved in the decision-making process to determine if a special education evaluation is necessary. Additionally, we prioritize including the parent's input and perspective before any special education evaluation or placement occurs.

Each semester during 1 of the scheduled MTSS meetings, we review various reports, such as special education referrals, behavior referrals, suspensions, and interventions, categorized by subgroups and teachers. If we notice a disproportionate number of referrals or trends for specific subgroups or teachers, the following steps are taken: 1)Engage in root cause analysis. 2)Provide targeted professional development to address any specific challenges. 3)Offer additional coaching and support to enhance instructional practices. 4)Principal or Dean Implement targeted coaching and follow-up. Through these measures, we aim to ensure a fair due process for identifying students who genuinely need special education services while avoiding unnecessary over-identification.

In addition to this, the Infinite Minds Board will receive quarterly updates on our data progress measures, which will be aggregated by sub-populations and demographics. With an anticipated 13% of our student population falling under the umbrella of special education, we will cross-reference our PEIMS demographics data to ensure that our SpEd, behavior interventions, suspensions, and 504 referral data are not disproportionately skewed toward any particular subgroup.

We are committed to using data analysis as a tool for improvement and ensuring that every decision is made with a strong focus on impartiality and fairness. By regularly examining trends and taking proactive measures to address any imbalances, we can uphold our mission/vision to achieve excellence.

If serving middle and/or high school grades, discuss plans related to graduation and/or transition for students with disabilities. If not, put "NA" in the response box below.

Infinite Minds will serve middle school grades Years 6 forward.

Plan to transition 8th grader to high school:

Attendees will include the full ARD Committee for Infinite Minds and HS ARD Committee. Outline student's current performance; academic, behavioral, and developmental. Discuss specific transition goals which would include but not be limited to; skills of independence and career paths. Define necessary transition activities such as; high school orientation, support service, meetings with high school personnel. The transition activities are to build a bridge for the student and their parent/caregiver to the new environment. Define the roles and responsibilities of the transition committee; student, parent, Infinite Minds staff, etc. Indicate clear timelines for transition activity completion. Monitor and track progress until transition is complete.

MONITORING AND EVALUATING SPECIAL EDUCATION PROGRESS

Discuss plans for monitoring and evaluating progress of students with mild, moderate, and severe disabilities to ensure attainment of students' goals as set forth in their Individualized Education Program (IEP), including all staff responsible.

It is everyone's role to implement the IEP/504 plan for all learners with disabilities. The student's general education teacher and the special education teacher will monitor the day-to-day management of the IEP during classroom instruction by providing accommodations and services for each learner with an IEP or 504 plan. Progress monitoring is conducted via formative and summative assessments such as NWEA MAP, in addition to items outlined in the IEP.

Our 3rd design element, UNITED FOR EXCELLENCE requires the general education and special education teachers to routinely communicate updates on student progress. These contacts must be documented and held during an in-person conference or phone call to the parent providing highlights and continued areas of growth as it relates to grade level content and the IEP/504 as written. Progress updates for parents must be communicated in the parents' home language. Families whose primary language is not English have a right to the information being shared timely and with clarity.

Weekly staff data meetings are an integral part of our continuous improvement process. Before each meeting, leaders, teachers, and support staff will review student performance. These meetings serve the purpose of assessing both individual and collective progress toward our assessment goals. In cases where students with IEPs or 504 plans are not demonstrating mastery despite the provided support, additional interventions and data collection will be explored. Furthermore, if any learner with an existing IEP/504 Plan shows stagnant progress academically, behaviorally, or socially, the MTSS Team will conduct a review. Our commitment extends to ensuring that twice-exceptional learners make continuous progress, notwithstanding their disabilities. If collective data trends indicate a lack of progress, the Principal will initiate change management-focused professional development to drive effective academic outcomes. Additionally, the Board will receive quarterly updates that provide disaggregated data for all learners and subpopulations, offering transparency and accountability for the Superintendent's management in achieving expected growth and goals.

The ARD committee or 504 committee will meet at least annually to review the outlined plan of service and can make recommendations for amendments at that time. During this time goals and continuum of services are outlined to ensure the LRE and access to grade level material, where appropriate. Changes or amendments to supports or services never occur without empowering the parent/caregiver to advocate for their child.

Evaluation process:

- 1) IEP/504 Plan- Annual review by ARD/504 Committee
 - *Benchmarks- IEP/504 goals
 - *Re-evaluation consideration- Every 3 years
- 2) Progress Measures- Formative & Summative Assessments
 - *General Education Teacher & Special Education Teacher collaborate to monitor & document progress
 - *Special Education Teacher (Self-Contained)- Monitor & document progress
- 3) Parent/Caregiver Updates- Every grading period at least, more if necessary
 - *General education teacher & special education teacher combine notes to share
 - *Special Education teacher only in self-contained setting
- 4) Additional Intervention- No progress identified prompts MTSS Team and Parent collaboration

ENGLISH LEARNERS

STAFFING PROJECTIONS: ENGLISH LEARNERS

Estimated Number of Bilingual/ESL Teachers for Year 1

4

Estimated Number of Bilingual/ESL Support Staff for Year 1

2

IDENTIFYING AND SERVING ENGLISH LEARNERS

Describe the methods for identifying and appropriately placing emergent bilingual students in appropriate instructional settings, without restating state requirements.

With consideration to the Rule of 20 and the current emergent bilingual population in the Arlington zip code 76010, we are preparing to serve a high population of learners that are Emergent Bilingual. We are projected to serve 46% of EB learners which equates to 95 in Year 1 across 3 grade levels (See Attachment F3). Our financial workbook and academic model are positioned to serve our EB learners whose native language is Spanish via bilingual programming and other EB learners with an ESL model.

We will collaborate with parents/caregivers to ensure accurate completion of registration documents to facilitate our robust systems of support. Therefore we will source several bilingual staff members for leading, teaching, and support staffing. In the process of identifying, monitoring, and eventually transitioning emergent bilingual (EB) learners from the Bilingual/ESL program, several steps are followed: HOME LANGUAGE SURVEY (HLS): parents/caregivers complete the HLS during the registration process before enrolling their child. VERIFICATION OF HLS: The school Registrar reviews the responses provided in the HLS to ensure consistency and accuracy. ASSESSMENT: Depending on grade levels, campus administrators and bilingual teachers administer language assessments, such as the Pre-LAS for kindergarten students and LAS Links testing for students in 1st grade and above. LPAC MEETING: The Language Proficiency Assessment Committee (LPAC) convenes to review the assessment data and make placement recommendations. The LPAC committee is composed of the Bilingual Coordinator, parent, and certified bilingual/ESL teacher. PARENT NOTICE: Guardians receive a letter in their home language, outlining the placement recommendation and seeking consent for the chosen bilingual or non-bilingual program. BILINGUAL OR NON-BILINGUAL PLACEMENT: Based on the LPAC's recommendations and caregiver consent, students are placed in either the bilingual or non-bilingual program. Learners who are determined to be Emergent Bilingual and Spanish dominant will be placed in the bilingual program to receive instruction in their home language. Infinite Minds will hire 4 bilingually certified teachers to provide instruction to the 95 students in Year 1. PEIMS UPDATES AND MONITORING: Ongoing updates and monitoring of student data are maintained through the Public Education Information Management System (PEIMS).

Throughout this process, the Bilingual Coordinator and Bilingual Teachers work diligently to monitor students' progress in bilingualism, biliteracy, and English proficiency. The Bilingual Coordinator and Bilingual Teachers follow the same planning schedule as General Education teachers with weekly co-planning and data meeting. Their goal is for all EB learners to demonstrate at least one year's composite growth on the Texas English Language Proficiency Assessment (TELPAs), ultimately achieving an Advanced High designation by 5th grade and transitioning out of the program for demonstrating English Language Proficiency.

Describe the research-based instructional programs, practices, and strategies that will be implemented to allow English learners the opportunity to master grade-level academic content and develop their language proficiency in English through: (1) Outlining the specific bilingual education program/model to be implemented and teacher certification requirements or (2) Identify the specific bilingual education model to be implemented when serving 20 or more Emergent Bilingual students in any language classification in the same grade level district-wide, prekindergarten through the elementary grades.

Research has shown that the Dual Language Immersion One-Way model is the most effective in promoting strong academic outcomes and closing the achievement gap, particularly in the early elementary years (Collier and Wayne, 2001)[26]. We aim to implement this model to provide our Emergent Bilingual learners with optimal support in developing language proficiency and ensuring they have equal opportunities for academic success.

We are committed to providing the necessary resources, staffing, and programs to create a supportive environment where Emergent Bilingual students can thrive academically and develop a strong foundation for their future education.

To effectively support our Dual Language Immersion program in Year 1, we will hire 4 teachers who possess a bilingual certification. Bilingually certified teachers are in high demand and low supply but we are hopeful about the increase in certifications with Senate Bill 560. Additionally, we will start recruiting for these roles during Year 0. These teachers will have the necessary language proficiency to deliver instruction in both English and Spanish. Based on our projection of 95 learners across the school, we believe that having 4 teachers will adequately meet the needs of the program. The allocation of these 4 teachers will be as follows: 1 teacher in Kindergarten, 1 teacher in 1st grade, 1 teacher in 2nd grade, and 1 teacher available to support if/when there is a grade level with a higher percentage of EB Spanish speakers. Additionally, we will hire 1 bilingual teaching assistant.

Along with providing a strong foundation in both languages, we will deploy specific strategies to support our students' goals in English language proficiency. One of the key measures of progress in English language proficiency for our Emergent Bilingual learners is the TELPAS test. We will implement strategies and interventions to ensure their growth and success in demonstrating progress on these assessments.

By strategically allocating our bilingual teachers and implementing targeted support strategies, we intend to create a strong foundation for our Dual Language Immersion program. This will enable our Emergent Bilingual learners to thrive academically, develop bilingualism and biliteracy, and integrate smoothly into the school culture.

In our commitment to providing an excellent education for all learners, we intentionally selected High-Quality Instructional Materials (HQIM) for Infinite Minds that are available in Spanish. This ensures that our Emergent Bilingual (EB) learners receive grade-level content, aligned to the TEKS guaranteeing that they have access to the same grade-level instructional materials as their peers.

By providing core content instruction in their home language, we aim to assess content knowledge explicitly and avoid the likelihood of overidentifying an EB student for special education referral when their challenges may stem from language learning rather than a learning disability. This proactive approach ensures that our students receive the appropriate support and intervention based on their individual needs, promoting accurate and excellent educational opportunities for all learners.

Our teachers will implement various differentiation strategies. One example is the use of think-pair-share as an instructional technique. This strategy allows EB learners to process the question being asked and share their thoughts with their peers in either their home language or English. This not only allows them to develop their speaking fluency but also fosters collaboration and engagement in the learning process.

Another effective strategy that our teachers will employ is pre-teaching vocabulary with visuals before completing a read-aloud. By introducing key vocabulary words and concepts ahead of time, EB learners can better comprehend and engage with the text during the read-aloud. This pre-teaching approach helps to strengthen their understanding and overall language development.

These strategies, coupled with the Dual Language program and the utilization of TEKS-aligned HQIM, are designed to create a comprehensive and supportive learning experience for our EB learners. The Dual Language program ensures that students receive instruction in both their home language and English, promoting bilingualism and biliteracy. Combined with the implementation of TEKS-aligned HQIM, which provides grade-appropriate content, these strategies enhance learning opportunities and set EB learners up for success.

Our ESL program is designed to support non-Spanish speaking students as they acquire English language proficiency. The program offers specialized instruction tailored to the individual needs of each student, focusing on

all language domains: speaking, listening, reading, and writing. Our Bilingual Coordinator will work closely with students to ensure a smooth transition into mainstream classes while fostering a supportive learning environment. Exiting non-Spanish speaking students from our English as a Second Language (ESL) program involves a thoughtful process to ensure they have achieved the necessary English language proficiency and are ready to succeed in mainstream, English-only classrooms. LANGUAGE PROFICIENCY ASSESSMENT: Students are assessed using TELPAS to determine their English language proficiency levels. An Advanced High score is required for exit. TEACHER RECOMMENDATION: ESL teachers, along with input from classroom teachers, may recommend students for exit based on their performance in English language development, classroom behavior, and academic progress. PARENT INPUT: Parents or guardians will be consulted regarding their child's progress and readiness to exit the ESL program, as they can provide valuable insights into their child's language development and confidence. CONSISTENCY IN MAINSTREAM CLASSES: Students are expected to demonstrate consistent success and progress in mainstream, English-only classes. This includes showing proficiency in multiple core content areas. Teacher OBSERVATION: ESL and classroom teachers closely observe students to ensure they are comprehending and communicating effectively in English. Classroom participation and interactions with peers are taken into consideration. MONITOR PROGRESS: Once students have been reclassified within the ESL program, they continue to be monitored for a period to ensure they are successfully adapting to mainstream classes. If any issues arise, additional support may be provided. PARENT MEETINGS: We will hold LPAC meetings with parents to discuss the exit process, what it entails, and what support will be provided to students after exiting the program.

EB learners demonstrate success and the necessity to exit the EB program when they have scored Advanced High on the annual Texas English Language Proficiency Assessment System (TELPAS) testing in reading, speaking, listening, and writing. parents/caregivers will be notified of annual progress and plan to exit. LPAC will continue to monitor for 2 years after reclassification to ensure continuous progress is being made.

By deploying these differentiation strategies, we aim to meet the various needs of our EB learners, foster their language development, and provide a supportive learning environment where they can thrive academically.

AT-RISK STUDENTS

ADDRESSING THE ACHIEVEMENT GAP

Describe how the school will meet the needs of identified at-risk and underperforming students; reference the (1) qualified staff (including ratio), and the (2) structure(s) or programs that will support students such as counseling, academic interventions, or other services.

In Year 1, Infinite Minds will serve approximately 149 at-risk learners, which accounts for 72% of our total student population. If we have a consistent percentage as we scale then 348 by Year 5 and 447 by Year 7. It is important to note that the Texas Education Agency glossary of terms identifies students "at-risk" of dropping out of school if they meet 1 of 13 criteria that include but are not limited to; are in prekindergarten, kindergarten or grades 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year, was not advanced from one grade level to the next for one or more school years; or is homeless. To assist at-risk students, the Infinite Minds model integrates early intervention strategies. Teachers are equipped with tools and knowledge to identify students at risk of falling behind and to intervene promptly. Regular monitoring ensures that progress is being made and adjustments are made as needed. To address this challenge and ensure exceptional education outcomes for all, we have designed our school model with personalized learning plans and structures.

Creative exploration catalyzes to decrease the odds of our at-risk learners dropping out. By fostering a culture of imagination and innovation, both inside and outside the school building, we aim to reignite their passion for learning (Kong, 2021)[27]. This approach restores confidence in students who may have previously felt unsuccessful in academia and provides them with an opportunity to showcase their talents and accomplishments during our twice-yearly showcases. Furthermore, our real-world service learning component makes the learning experience "sticky" for our students. By connecting classroom instruction to real-life practices and experiences, we

deepen the relevance of their education and foster a lifelong love of learning in various settings. Students will see the direct impact of their learning on their lives outside of school, which adds meaning and purpose to their educational journey. In many academic settings creativity is experienced separately from the learning environment or designated for a specific population such as gifted and talented students (Hernández-Torrano, D., & Ibrayeva, L., 2020)[28].

To effectively support these students, our MTSS Team brings together a range of expertise, including general education teachers, special education teachers, SpEd Lead, administrators, counselor, social worker, and emergent bilingual teachers. This representation ensures that we can understand and address the specific needs and experiences of students with intersectional challenges at school. Our MTSS Team conducts a thorough analysis of academic and behavioral data, taking into account the behavioral needs of students. The relationship between academic performance and behavior regulation is complex and interwoven. Recognizing this intricate connection, our MTSS Team is dedicated to monitoring not only academic progress but also the overall well-being of our students. We understand that fluctuations in one area can affect the other. By closely observing these dynamics, we can provide timely support and interventions to address any emerging challenges and create an environment where students can thrive academically and behaviorally. At-risk students are identified by BOY Map and DIBELS data, performance below the 25 percentile in MAP or scoring Well below or Below in DIBELS will trigger additional monitoring. Additionally, students who have repeated a grade level or have a high rate of mobility will be incorporated into the MTSS caseload. By considering the intersectional experiences of students, the team can tailor Tier 2 or Tier 3 interventions to better meet their distinct needs. This personalized approach ensures that students receive the necessary support to succeed academically and behaviorally. Our commitment to addressing intersectionality within the MTSS framework allows us to better understand and support our students with various backgrounds and experiences. By doing so, we foster a sense of belonging and ensure that all students have an equal opportunity to thrive in our school community.

In our commitment to meeting the behavioral needs of our at-risk students, we employ a multi-faceted approach that encompasses trust-based relationships, fostering meaningful connections with peers and staff, and implementing a comprehensive discipline policy. With positive relationships, we prioritize building secure, nurturing connections between students and educators, recognizing the importance of trust as the foundation. Additionally, our emphasis on fostering connections extends to creating a supportive community where students can build positive relationships with both their peers and the dedicated staff who provide guidance and mentorship. When conflicts arise, they are addressed in a manner that promotes accountability and support. Through these combined strategies, we aim to create an environment where at-risk students feel valued and empowered to overcome challenges and thrive academically and personally.

The MTSS Team will celebrate and champion all learners for showing progress. If Tier 2 or Tier 3 interventions have met the temporary need it may be determined to exit a learner from the Multi-Tiered System of Support. This will require planning and close monitoring. Indicators of success are grade-level performance without Tier 2 or 3 interventions. Tier 1 instructional differentiation will always be accessible for students, however, Tier 2 and Tier 3 supports are meant to stand in the gap while learners get and remain on track. We will assess proficiency with grade-level material during at least 2 rounds of interim or summative assessments.

System of MTSS Exiting; 1) Highlight any learners on grade level for NWEA MAP, 2) Recommendation for exit 3) Communicate with parent 4) Reduce or remove Tier 2 or 3 interventions 5) Continue monitoring data monthly 6) Review next round of NWEA Map to ensure student still on track 7) MTSS Team exits learner

The MTSS Team implements a range of interventions to support at-risk students. These interventions include academic interventions, referrals to counselors for behavior support, and the development of behavior plans when necessary. Academic interventions such as small group reteaching are made possible with the structure of our school schedule; see Attachment OP3 for school schedule which include daily intervention/ acceleration blocks to support daily core instruction. The needs of each student vary, and while some may require focused intervention in a single area, others may benefit from multiple-tiered interventions to address their specific challenges thoroughly.

Communication of MTSS recommendations becomes seamless since all educator stakeholders are present when intervention decisions are made.

During MTSS meetings, various reports are discussed, including assessment data, behavior data, and PEIMS data (Public Education Information Management System). The team collectively reviews these reports to track student progress and identify areas of concern. Through these meetings, we can determine the effectiveness of our interventions and make adjustments as necessary to better support students classified as at-risk. To ensure maximum impact, we must identify a poignant area of growth for each student and approach it with tenacity. This involves setting goals, tracking progress, and providing constant support and encouragement to our learners as they work towards their targets. By cheering them on and recognizing their progress, we aim to motivate and inspire our students to achieve their full potential.

The day-to-day support for at-risk students is underpinned by several key strategies: 1) Robust Tier 1 Instruction, our school places a strong emphasis on the delivery of high-quality Tier 1 instruction, which serves as the foundation of every student's learning experience. This approach ensures that 80% of the classroom environment is optimized for effective learning. 2) HQIM, we exclusively utilize instructional materials that align 100% with the TEKS. This commitment to alignment guarantees that students receive an education that meets state standards. 3) Data-Driven Decision-Making, our educators rely on data to make informed decisions, enabling them to tailor their teaching (intervention/acceleration) to the unique needs of at-risk students. This data-centric approach identifies areas where additional support is necessary and informs our intervention strategies. 4) Proactive Scheduling to provide targeted support for students in need, our schedule includes daily "tutoring" sessions. These sessions ensure that students have regular access to the assistance they require to succeed. The collaborative efforts involve teachers, leaders, and support staff, all working together to create an environment that empowers at-risk students. Teachers are dedicated to effective instruction, leaders provide coaching and support, and our support staff maintains operational efficiency to safeguard the learning environment.

Leaders will observe classrooms at least once weekly to monitor lesson execution and provide teacher feedback. Then weekly data meetings with specific content teachers and their coaches. During this time, teachers and leaders come prepared with student work, assess outcomes/trends, and brainstorm the next steps to get learners to master the previously taught TEKS. The monthly MTSS Team meeting is a wraparound approach that includes teachers, leaders, SpEd, bilingual teachers, counselor, and social worker to discuss new referrals, students with existing supports, and those proposed for exiting Tier 2 or Tier 3 interventions. Parents are included in conversations with reports on their child's progress and any proposed pivots.

At Infinite Minds, we are committed to providing exceptional education outcomes for all learners, particularly those considered at-risk. Through creative exploration, real-world service learning, and a personalized approach to growth, we strive to empower our students to succeed academically and become lifelong learners.

ASSESSMENT OF LEARNING AND DATA-DRIVEN INSTRUCTION

[CLICK HERE TO VIEW RELATED TERMINOLOGY, RESOURCES, AND EVALUATION CRITERIA](#)

LOCAL ASSESSMENTS [EE3–GRADE 2]

- ☒ The proposed charter school will serve grades EE3–Grade 2.
- ☐ The proposed charter school will not serve grades EE3–Grade 2. If no, skip to Local Assessments [Grades 3-12].

Summative and formative assessments the school will use to assess student progress and achievement throughout the year.

GRADES	DESCRIPTION OF ASSESSMENT AND TIMEFRAME	ANNUAL PERFORMANCE GOALS
Kindergarten	DAILY EXIT TICKETS, MID/END OF Unit Assessments-CURRICULUM ASSESSMENTS TO MONITOR CONTENT MASTERY BOY, MOY, and EOY DIBELS Benchmark - DIAGNOSTIC ASSESSMENT FOR LITERACY PROFICIENCY TELPAS EOY- ENGLISH PROFICIENCY ASSESSMENT FOR EB STUDENTS NWEA MAP- NATIONALLY NORMED MATH/READING ASSESSMENT FOR GRADE LEVEL PROFICIENCY	-80% OF STUDENTS WILL SCORE PROFICIENT ON HQIM MID AND END OF UNIT ASSESSMENTS -80% of learners that score well below or below Benchmark on DIBELS will be at Benchmark by the EOY. 100% OF STUDENTS WILL SHOW AT LEAST YEAR'S GROWTH -100% of EB STUDENTS WILL SHOW ONE YEAR OF GROWTH BY EOY -80% OF STUDENTS WILL DEMONSTRATE GRADE LEVEL PROFICIENCY BY EOY
Grade 1	DAILY EXIT TICKETS, MID/END OF Unit Assessments-CURRICULUM ASSESSMENTS TO MONITOR CONTENT MASTERY BOY, MOY, and EOY DIBELS Benchmark - DIAGNOSTIC ASSESSMENT FOR LITERACY PROFICIENCY TELPAS EOY- ENGLISH PROFICIENCY ASSESSMENT FOR EB STUDENTS NWEA MAP- NATIONALLY NORMED MATH/READING ASSESSMENT FOR GRADE LEVEL PROFICIENCY	-80% OF STUDENTS WILL SCORE PROFICIENT ON HQIM MID AND END OF UNIT ASSESSMENTS -80% of learners that score well below or below Benchmark on DIBELS will be at Benchmark by the EOY. 100% OF STUDENTS WILL SHOW AT LEAST YEAR'S GROWTH -100% of EB STUDENTS WILL SHOW ONE YEAR OF GROWTH BY EOY -80% OF STUDENTS WILL DEMONSTRATE GRADE LEVEL PROFICIENCY BY EOY
Grade 2	DAILY EXIT TICKETS, MID/END OF Unit Assessments-CURRICULUM ASSESSMENTS TO MONITOR CONTENT MASTERY BOY, MOY, and EOY DIBELS Benchmark - DIAGNOSTIC ASSESSMENT FOR LITERACY PROFICIENCY TELPAS EOY- ENGLISH PROFICIENCY ASSESSMENT FOR EB STUDENTS NWEA MAP- NATIONALLY NORMED MATH/READING ASSESSMENT FOR GRADE LEVEL PROFICIENCY Genius Hour Capstone Project- EOY	-80% OF STUDENTS WILL SCORE PROFICIENT ON HQIM MID AND END OF UNIT ASSESSMENTS -80% of learners that score well below or below Benchmark on DIBELS will be at Benchmark by the EOY. 100% OF STUDENTS WILL SHOW AT LEAST YEAR'S GROWTH -100% of EB STUDENTS WILL SHOW ONE YEAR OF GROWTH BY EOY -80% OF STUDENTS WILL DEMONSTRATE GRADE LEVEL PROFICIENCY BY EOY -80% OF STUDENTS WILL SCORE PROFICIENT OR ADVANCED ON THEIR GENIUS HOUR PROJECT

Click to add a row to the table above.

Click to remove a row from the table above.

LOCAL ASSESSMENTS [GRADES 3–12]

Summative and formative assessments the school will use to assess student progress and achievement throughout the year.

TYPE	GRADES	DESCRIPTION OF ASSESSMENT AND TIMEFRAME	ANNUAL PERFORMANCE GOALS
Summative	3-8	MATH STAAR - EOY	90% OF STUDENTS SCORE APPROACHES 60% OF STUDENTS SCORE MEETS/MASTERS
Summative	3-8	READING STAAR - EOY	90% OF STUDENTS SCORE APPROACHES 60% OF STUDENTS SCORE MEETS/MASTERS
Summative	5, 8	SCIENCE STAAR - EOY	90% OF STUDENTS SCORE APPROACHES 60% OF STUDENTS SCORE MEETS/MASTERS
Summative	8	SOCIAL STUDIES STAAR - EOY	90% OF STUDENTS SCORE APPROACHES 60% OF STUDENTS SCORE MEETS/MASTERS
Formative	3-8	BOY, MOY, EOY NWEA MAP- NATIONALLY NORMED ASSESSMENT OF MATH AND READING GRADE LEVEL PROFICIENCY	80% OF STUDENTS WILL SHOW GRADE LEVEL PROFICIENCY BY EOY MAP
Formative	3-8	EUREKA MATH TEKS EDITION MID AND END OF MODULE ASSESSMENTS	80% MASTERY ON MID AND END OF MODULE ASSESSMENTS
Formative	3-8	HMH MID AND END OF MODULE UNIT ASSESSMENTS	80% MASTERY ON MID AND END OF MODULE ASSESSMENTS
Formative	3, 4	BOY, MOY, and EOY DIBELS Benchmark - DIAGNOSTIC ASSESSMENT OF LITERACY SKILLS	100% OF STUDENTS EXPERIENCE A YEAR OF GROWTH IN LITERACY PROFICIENCY
Summative	3-8	EOY TELPAS - ASSESSMENT OF ENGLISH PROFICIENCY IN READING, WRITING, SPEAKING, AND LISTENING- EOY	100% OF ALL EMERGENT BILINGUAL STUDENTS WILL GROW AT LEAST ONE GRADE LEVEL PER YEAR
Formative	3-8	EOY GENIUS HOUR CAPSTONE PROJECT- PRESENT THEIR QUESTION OF INTEREST, RESEARCH, AND FINAL PROJECT	80% OF STUDENTS WILL SCORE PROFICIENT OR ADVANCED ON THE GENIUS HOUR RUBRIC
Formative	3-8	STAAR INTERIM ASSESSMENTS- ASSESS GROWTH AND READINESS FOR STAAR EXAM MOY, EOY	90% OF STUDENTS SCORE APPROACHES 60% OF STUDENTS SCORE MEETS/MASTERS

Click to add a row to the table above.

Click to remove a row from the table above.

ACADEMIC DATA ANALYSES

Describe how data related to students' academic progress will be analyzed. Explain how school leaders and teachers will use this data to drive professional development and to inform and differentiate instruction to improve student learning. Identify other sources of data (local or otherwise) that will be collected and analyzed, if any.

Data analysis forms the bedrock of informed decision-making and continuous improvement. The Principal takes on

the pivotal role of being the primary data manager, ensuring the functionality and precision of our data dashboard. This entails the constant monitoring of high-stakes data, encompassing crucial facets like attendance, enrollment, student persistence, academic performance, progress, and intervention outcomes. The dashboard is to identify emerging trends, addressing areas in need of additional support while celebrating and replicating successes.

Our commitment to data-informed decision-making extends across all levels of our organization. The data collected and analyzed seamlessly integrates into our campus systems, guiding our Superintendent and Board in making informed choices. This data serves as the cornerstone for professional development, shaping our summer sessions and interim assessment preparation to equip teachers with the ability to interpret and act upon the insights derived from the data. Hence, we have invested in IT set-up in Year 0 (See Attachment F3 Line: 91)

Assessment data can be a powerful tool to inform and tailor professional development in schools. **IDENTIFYING AREAS OF NEED:** Assessment data can reveal specific areas where students are struggling or underperforming. This information will guide the selection of professional development topics. For example, if math assessment data shows that students consistently struggle with fractions, professional development sessions can be designed to help teachers improve their instruction in this area. **INDIVIDUAL TEACHER FEEDBACK:** Individualized feedback for teachers will occur during the weekly co-planning sessions. Teachers will receive their students' assessment results and see which concepts or skills their students are struggling with. This personalized feedback can help teachers focus their professional development efforts on their areas for growth. **DATA ANALYSIS TRAINING:** Professional development will include training on how to analyze assessment data effectively. Teachers and staff will practice how to interpret the data, identify trends, and draw meaningful conclusions. This can empower educators to use assessment data more effectively in their instructional planning. **DIFFERENTIATED PROFESSIONAL DEVELOPMENT:** Just as teachers differentiate instruction for students, professional development will be differentiated based on the needs identified in assessment data. Teachers who have students performing below grade level in reading, for example, will receive targeted training in literacy strategies. **TRACKING PROGRESS:** Assessment data can be used to track the impact of professional development efforts. Schools can assess whether the training provided has resulted in improvements in student performance. If not, adjustments can be made to the professional development plan. **DATA-DRIVEN DISCUSSIONS:** Schools can use assessment data to facilitate data-driven discussions among teachers and staff. These discussions can help educators share strategies that have been effective and collaboratively problem-solve around areas of concern. Additionally, smaller assessments such as exit tickets, student work, and mid-module assessments will be reviewed weekly. **CONTINUOUS IMPROVEMENT:** Assessment data should be viewed as a tool for continuous improvement. Professional development can instill a culture of ongoing data analysis and refinement of instructional practices to better meet the needs of all students. When data is used effectively, it can help educators refine their practices, target areas of need, and ultimately improve student outcomes.

WEEKLY DATA MEETINGS

Review assessment for highest impact lesson/ mid module, or module assessments

Staff participants: Leader/coach for content, all content teachers, special pops staff

Intended outcome: 1) Identify Standard 2) Outline conceptual knowledge necessary 3) Outline procedural knowledge that should be shown/displayed 4) Existing exemplar & representations 5) What did students learn? 6) Where are the existing gaps? 7) Plan of action to reteach; Whole group reteach or impact varied grouping for in-class intervention

Use school-wide data driven analysis protocol to guide the conversation to ensure student learning is top of mind
Leader Prepare in advance: 1) Standard and specific task students must master 2) Know (conceptual knowledge) and Show (procedural/display) MUST INCLUDE GAP 3) Exemplar for assessment of master task 4) Collect student work samples

During the meeting: 1) Have teacher highlight specific task students must master 2) Ask teacher to compare know/show chart 3) Review student exemplar with teacher exemplar 4) Student work samples (3 levels; exemplar/proficient (masters/meets), partially proficient (approaches), below proficient (did not meet)) 5) Explicitly name the

trend of student gap(s) in mastery task in both conceptual/procedural understanding 6) Action plan for reteach.

ACCELERATED LEARNING AND TIERED SUPPORT

Describe plans to provide supplemental accelerated instruction to support student mastery of grade-level TEKS, including staffing and schedule arrangements and high-quality materials used. Separately, for an MTSS program, in order to address learning gaps based on collected data, describe the personnel responsible for data collection, the implementation of tutoring schedules, and the plans for monitoring the effectiveness of the interventions.

A robust MTSS Framework includes 4 crucial steps: (1) Universal screening of all learners early in the school year, (2) Tiers of Intervention (3) Ongoing Data Collection (4) Schoolwide support, and (5) Parental involvement.

Universal screening of all learners early in the school year

At the beginning of the year (BOY), we will administer the NWEA MAP to gauge learners' starting point to determine progress measures and inform our PLPs. This BOY data will be leveraged as a tool to craft goals for the semester. The NWEA Map assessment will be conducted at the BOY, MOY, and EOY stages, serving as a key tool for tracking student growth throughout the school year. It will inform the personalized learning plans tailored to each student's starting point, allowing us to monitor their growth, stagnation, or learning loss over time. Additionally, it generates detailed reports identifying specific skill gaps that may require additional reinforcement or reteaching in the areas of literacy and math. Students scoring below the 25th percentile on the NWEA MAP will be considered "at-risk" and closely monitored for progress and targeted interventions through our MTSS Team. We will implement strategies to support their needs and ensure their progress is more closely monitored.

Additionally we will use DIBELS; the DIBELS assessments is a diagnostic tool that identifies students' proficiency levels for literacy skills with qualifiers such as Well below, Below, On level, and Above grade level. Students who are below or well below will receive targeted instruction during the scheduled 30 min intervention (See Op3 Attachment School Schedule) based on the recommendations provided by the DIBELS assessment. If students are not making satisfactory progress, we will discuss the need to implement Tier 2 or Tier 3 interventions to provide additional support and resources.

Tiers of interventions that can be amplified in response to levels of need

Tier One instruction leveraging High-Quality Instructional Materials aligned to the Texas Essential Knowledge and Skills, is effective for approximately 80% of learners in the general education setting. With consideration of the projected demographics at Infinite Minds we anticipate; 13% special education, 46% emergent bilingual, and 62% at-risk classifications, we will have a strong MTSS Teams in place; 1 per grade level. The MTSS team will consist of general education teachers (specific to grade levels), special education teachers, the SpEd Lead, the Principal/Dean, the counselor, the social worker, and the emergent bilingual teacher, ensuring a range of expertise. The team will play a vital role in supporting student success, especially when there is intersectionality among various factors that may impact learners' academic and behavior growth.

Beginning in September of every school year, the MTSS team will gather for monthly meetings. These meetings will involve a comprehensive review of academic data, including BOY MAP, DIBELS, curriculum-based assessments, behavioral health, attendance. Using a online-based platform, the team will collaboratively review the data and make informed decisions about which students require Tier 2 or Tier 3 interventions. The criteria to finalize the best platform will include the ability to display; assessment data (Map, Interim assessments, and DIBELS), Grades, Attendance, and Behavior Indicators. Tier 2 interventions will include targeted small group instruction for DIBELS informed lessons, scaffolding, guided notes, and providing additional time on tasks. Tier 3 interventions address high-level needs and demand the collective problem-solving and collaboration of the MTSS Team. These interventions will involve academic interventions such as small group targeted tutoring, referrals to counselors, and the creation of behavior plans. Some students may require interventions in only one specific area, while others may need multiple tiers of support. Overall, the MTSS Team will ensure that appropriate interventions are implemented to meet the needs of our students and support their academic and behavioral growth.

ONGOING DATA COLLECTION AND CONTINUAL ASSESSMENT

A system of weekly data meetings led by Principal, Dean, or Bilingual Coordinator requiring general education teacher and leader/coach pre-work to prepare for the student work analysis. The purpose of these meetings is to determine whether the recently taught material has been mastered by the learners.

If 80% or more of the class has successfully mastered the content, then a whole class re-teach is not required. 60-80% mastery prompts targeted small group instruction or support. Less than 60% mastery triggers a whole class re-teach session to be considered. During the data meetings, the focus will be on addressing gaps in Tier 1 instruction and appropriate strategies to close the gap for learners that did not display mastery. Whole group re-teaching, modeling, small group re-teaching, or metacognition will be determined as a method of closing the gap and rehearsed.

To ensure a comprehensive understanding of student mastery, assessments will be conducted using multiple modalities. Multiple medium structured assessing allows all learners to demonstrate their understanding of key concepts and provides accessibility for students with varied learning needs. By implementing this system, we can systematically review and address student progress, adapt instruction as needed, and ensure that all students have the necessary support to achieve mastery of essential content.

Schoolwide approach to expectations and supports

At Infinite Minds, we firmly believe that all learners have the ability to grow and make progress on their educational trajectory. We recognize that hands-on instruction and service learning experiences provide a valuable opportunity for students to not only demonstrate their academic understanding but also make connections to the broader world, making their learning more meaningful and practical.

Examples of Tier 2 interventions include but are not limited to; teacher-led small group work, bi-weekly check-ins with Social Worker or Counselor, and/or structured breaks. Tier 3 interventions include but are not limited to; in school one to one tutoring, additional evaluations and focused concepts for instruction, and bi-weekly parent updates or review of progress.

The MTSS Team plays a crucial role in developing strategies, celebrating achievements, and making necessary adjustments on a monthly basis to keep students on track towards their goals. They work collaboratively to ensure that every student's unique needs are addressed and supported effectively.

Outside of MTSS Team meetings, each individual within our team takes responsibility for driving progress for their assigned students. The social worker strengthens available resources for families. Additionally, our bilingual teacher ensures that students from diverse cultural and language backgrounds have the necessary support to excel. In Year 3, the counselor provides individual or group sessions to support students facing behavioral challenges.

By working in collaboration while respecting each individual's expertise, we can create a supportive network that meets the individual needs of every student, empowering them to unlock their limitless potential and achieve success.

UNITED FOR EXCELLENCE Parent/ Caregiver as Partners

At Infinite Minds, we recognize that the success of school-based interventions heavily relies on parent consent, expertise, and partnership. Parents/caregivers play a critical role in reinforcing the growth and progress of their child(ren), and their involvement is essential for creating a supportive and collaborative educational environment. We understand the importance of regularly contacting and involving parents/caregivers in the decision-making process. Rather than simply informing parents about actions taken within the school building, we strive for a collaborative approach because we view parent/caregivers as partners. The general education teacher will maintain quarterly contact with parents as a minimum expectation. However, when a learning concern arises and is brought to the attention of the MTSS Team, it is crucial to include the parent in the discussion. This allows the

parent to provide insights about behaviors that may be unique to the school environment or congruent with other settings.

Before implementing any changes to a student's schedule, environment, or interventions, it is vital to have open and transparent communication with the parent. This ensures that their concerns and perspectives are considered and that a trusting relationship is established and maintained. By involving parents/caregivers in the decision-making process, we can align goals and practices, work together to support the student's progress and create a unified approach that enhances the student's overall growth and success.

In-School Tutoring Tier 2 systems will be an integrated component of Infinite Minds data responsive cycle. The teacher's role will include collecting and analyzing weekly student data to inform tutoring needs and planning tutoring sessions. In support of teachers, leaders will engage in grade level data analysis and co-planning to determine the effectiveness of each teacher's tutoring outcomes and student development in service of TEKS mastery. With this priority and system in mind, In-School Tutoring was strategically considered as a critical part of the core schedule to be executed during the Exploration Center and Intervention blocks. Considering PLP guidance and data for HMH Into Reading and Eureka formative and summative assessment, teachers will prepare small groups or 1-to-1 learning activities and curriculum supported material for students demonstrating foundation gaps or those that did not master the concepts introduced that week to be used during tutoring. This responsive cycle ensures that student instructional needs are met and do not persist.

Beginning in quarter 2 any students not successfully served by Tier 1 and Tier 2 supports require Tier 3 interventions. Students in Tier 3 require the collaboration of the MTSS Team to determine the need for 1 to 1 support, more in-depth diagnostics, or specialized instruction differentiation. It will be necessary to update the PLP to indicate the revised goals, intervention, and continuous progress monitoring to ensure adequate tracking of student progress and effectiveness of the proposed strategies.

PROMOTION, RETENTION, AND GRADUATION

[CLICK HERE TO VIEW RELATED TERMINOLOGY, RESOURCES, AND EVALUATION CRITERIA](#)

LOCAL PROMOTION AND RETENTION POLICY

For all applicable grades, describe the policies and standards for promoting students from one grade to the next and exiting students who complete the educational program. Also, include the method(s) that will be used to inform families and stakeholders of the promotion and retention policy.

We are on a journey to harness the unique brilliance for every student. Therefore, 100% of our school systems are created in support and guarantee of their success. All data compilation will be in pursuit of accurately depicting academic progress. Infinite Minds will leverage a traditional grading scale for grade reporting so if/when learners transfer and transition there is synergy. 90-100%=A, 80-89%=B, 70-79%=C, 69-below Failure to meet standard. Grades will be indicative of mastery levels similar to a Rubric; A equivalent to a 4 of 4, B=3, C=2, F=1. We want to ensure grades are congruent with the level of performance for grade-appropriate TEKS.

Progress reports/report card grades will be a combination of effort and accuracy. Assessments will be measures of mastery and indicators for adapting interventions or strategies to meet the needs of learners when Tier 1 instruction is not effective. Learners will be provided opportunities to retake and demonstrate mastery within the grading period to ensure grades are reflective of their best efforts. Re-teaching will be leveraged as an instructional strategy if/when less than 60% of learners demonstrate proficiency in the content. The data indicated below outlines metrics for promotion, recommendation, or retention:

During the early stages of development, encompassing Kindergarten through 2nd grade, our primary focus is on fostering the growth of oral language, expression, and agency of young learners. We assess their progress in literacy and math, utilizing tools such as MAP assessments and DIBELS progress measures to gain insights into

their educational journey. Furthermore, we place significant emphasis on regular attendance, with the expectation that students maintain a consistent attendance rate of 80% or higher throughout the school year. To ensure comprehensive development, we also evaluate whether students are meeting age-appropriate developmental milestones, as outlined in the student portfolio. Parents/caregivers and teachers can reference a rubric published by our leaders during Year 0 planning to gain a deeper understanding of these milestones.

As students advance to the 3rd through 5th grades, our expectations evolve to assess concrete conceptual mastery. We assess their proficiency in literacy, math, and science, drawing insights from multiple sources, including MAP assessments, interim assessments, and report card grades. We anticipate that students will achieve scores of 70% or higher in these areas. Similar to the earlier grades, maintaining consistent attendance continues to be essential, with the goal of an 80% or higher attendance rate for the entire school year. Additionally, we consider students' performance in Interim STAAR assessments, with the aspiration that they reach the "approaches," "meets," or "masters" levels.

In the 6th through 8th grades, we place a strong emphasis on achieving proficiency in cognitive skills across all content areas, including math, science, social studies, and more. Proficiency is assessed using MAP assessments and report card grades, with the expectation of scores at 70% or higher. As in prior levels, we underscore the significance of consistent daily attendance, aiming for an attendance rate of 80% or higher throughout the school year. We also evaluate students' performance in Interim STAAR/EOC assessments, to reach the levels of "approaches," "meets," or "masters."

These academic and attendance criteria collectively inform our approach to supporting and assessing students as they progress through different stages of their educational journey, all within a nurturing and caring environment. Promotion, Recommendation, and Retention are the 3 distinctions that will be indicated on the end of the school-year report card. PROMOTION indicates that the learner met the necessary criteria to go to the subsequent grade level without the collaboration of the grade placement committee. The academic, developmental, and attendance met and exceeded the required criteria for automatic advancement to the next grade level. RECOMMENDATION indicates that the grade placement committee determined next year's grade placement and the learner had 1-2 areas of academic, developmental, behavior, or attendance concerns that warranted deliberation. Learners that have a RECOMMENDATION distinction will be prioritized to receive MTSS intervention support for the subsequent school year to close gaps and continue toward mastery of the next grade level content. RETENTION indicates that a learner had multiple areas of concern in either academic, developmental, behavior, and/or attendance that resulted in the grade placement committee's recommendation to retain the learner in the same grade level to make progress before moving into the next grade level. However, we understand that based on Senate Bil 1697 retention is ultimately parent/caregiver decision.

The grade placement committee is composed of 1 campus leader, 1 teacher, and parent, at minimum. Additional support staff are invited but not required to attend and participate in the deliberation. If a student falls within one of the special populations, 504, EB, or SpED, then a representative from that department must be present. The goal of the grade placement committee is to review the personal learning plan portfolio of the learner to present the data regarding academic performance, developmental outcomes, behavior indicators, and attendance to make a final decision about learner placement. Grade placement meetings will be held May - June, and due process involves MTSS notifications of retention concerns with parents beginning in quarter 3.

We understand that retention is not a decision that can be taken lightly and may have adverse effects on the parent, and on the learner's behavior and social interactions with peers. Therefore, any learners that are potentially "at-risk" for RETENTION will be discussed proactively before the end of the school year. Post MOY assessment and grading period, parents/caregivers of learners considered "at-risk" will hold a conference that is similar to the grade placement meeting to review existing data and determine planned interventions for the 2nd half of the year.

All stakeholders are informed of the promotion criteria before the start of the school year via the student

handbook and are required to sign an acknowledgement of receipt. The student handbook will be provided to staff and parents/caregivers via the Back to School orientation event and in digital and hard copy form via the school website and front office. Recorded and translated versions will be distributed to families electronically and with digital responses to ensure that all families are notified. Our plan for the communication of promotion requirements is thorough and we will ensure every parent/caregiver knows how their child can be promoted. Parents will receive communication each quarter about their child's progress, and goals moving forward with reminders of the grade level promotion criteria.

By January we will have completed the BOY and MOY MAP, DIBELS, and Interim assessments that indicate growth. Any learners that have not shown the necessary progress via growth goals will be considered "at-risk" and will become a priority for the MTSS Team's recommendation for further evaluation of data and potential referral for 504/SpEd. The collaboration of all stakeholders; teachers, leaders, and parents/caregivers will review progress, strengths of the learner, continuous gaps, and any interventions currently in place.

Data sources to evaluate the promotion, recommendation, and retention process will be PEIMS data (grade reporting and attendance), data dashboard (assessment outcomes for BOY, MOY, EOY MAP, DIBELS, and Interim Assessments), and student portfolio (developmental and behavior goals rubric). PEIMS Database is managed by the teacher and the Registrar, the Data dashboard is managed by leaders and teachers, and the student portfolio is managed by teachers in review with leaders.

The MTSS Team will host conferences with parents/caregivers during the 2nd semester for all "at-risk" learners to review retention risks and the process for promotion determination. In the event that promotion requirements are unmet at the end of the school year the grade placement committee will invite parents/caregivers to participate in the meeting during May/June before final determination is made. We value collaboration in the decision-making process for our school environment and commit to the involvement of staff and parents/caregivers when making any recommendation for change in placement or school experience.

Infinite Minds is proposing a K-8th grade campus and by Year 7 we will have grown to serve 8th grade. With that consideration in mind, the personal graduation plan for 8th graders who fail the STAAR test is designed to provide a clear process. Students who fail the STAAR test in reading, math, or both subjects will not be automatically retained. Instead, an Accelerated Learning Committee (ALC) will be convened, consisting of a teacher, Principal, and parent/caregiver. Following the guidelines of Senate Bill 1697, the decision to retain a student is made during this ALC meeting and retention can only occur if the parent elects for retention. For students who are not retained, there is a transition plan to prepare them for high school, where a new ALC will be involved. If, in agreement with the parent/caregiver, the ALC decides to retain a student, they will receive support from a master-level teacher, including targeted instruction for the required 30 hours during our scheduled intervention block.

GRADUATION REQUIREMENTS [GRADE 9–12]

- ☐ The proposed charter school will serve grades 9–12.
- ☒ The proposed charter school will not serve grades 9–12.

Describe endorsement pathways, unique course offerings, or requirements that the proposed charter school will implement as part of the selected model/design. Discuss how these programs will support the school meeting accountability requirements for College, Career, and Military Readiness.

SCHOOL CULTURE AND SAFETY

[CLICK HERE TO VIEW RELATED TERMINOLOGY, RESOURCES, AND EVALUATION CRITERIA](#)

COMMUNICATING SCHOOL CULTURE

Describe the vision for the school's culture, including any artifacts or specific practices.

At Infinite Minds, our culture thrives at the convergence of joy and challenge, a place of energized serenity. Learners, staff, and parents/caregivers experience a unique blend of calm enthusiasm within the school community. They are not only delighted to be a part of it but also compelled to welcome new challenges.

Central to our culture is the conviction that the learning environment is a gateway to the world, fostering self-discovery and idea exploration. Our educators cultivate skills aligned with learners' developmental, academic, and behavior needs, embodying servant leadership and unbreakable collaboration.

EXPECTATIONS

Our school's culture is a vibrant tapestry carefully woven with threads of joy and illuminated by quarterly celebrations filled with music, laughter, and smiles. The journey begins with the creation of organized workspaces that foster focused learning.

We will give 100% of our passion and effort to learning every day.
 We will drive our success by valuing our Unique Brilliance.
 We will show kindness and understanding for each member of the Infinite Minds Community.
 We will leave our Community and World better than we find it.

Fundamental to our core values is a deep respect of self and our community, which is evident in the developmental expectations we set and the mutual respect we nurture. Our commitment to being our best selves is reflected in daily connection opportunities and the incorporation of the 3M's (Meal, Movement, Motivate) into our daily routine, ensuring nourishment and invigorating breaks.

At the heart of our strength is our dedication to community collaboration. We actively invite partnerships, workshops, seminars, and volunteer involvement to enrich our educational environment. The spirit of two-way feedback and annual co-design sessions permeates our culture, fostering shared growth and innovation while nurturing an open and continuous dialogue among all stakeholders. This will serve as an opportunity for parents to have a continuous voice and for Infinite Minds to pulse check how various aspects of the school are being received by families and the community.

PRACTICES

In our community, the foundation of a vibrant learning environment begins with our instructional practices. We prioritize professional development, coaching, pedagogy, data analysis, and infusing academic rigor with enthusiasm. We tackle critical thinking challenges through reflective processes and inquiry-based questioning, encouraging students to engage with grade-level content and thought-provoking puzzles. Embracing productive struggle, we maintain an unwavering excellence commitment that fosters a dynamic learning environment celebrating intellectual tenacity and daily growth. This approach is realized through hands-on learning enriched by service experiences and dynamic dialogues. Our pedagogical focus extends to mastering the art of teaching reading and imparting practical life skills.

Integral to our approach is comprehensive approach to wellness seamlessly integrated to benefit learners, staff, and parents/caregivers. Following the Texas School Mental Health Best Practice List, we implement a range of preventive and intervention strategies. This includes TBRI training for staff, and establishing an internal referral process for student support. Additionally, an Employee Assistance Program is available to support our staff members. To further bolster continuous improvement, parents/caregivers and staff can participate in our monthly workshops, and we provide a curated list of local organizations for additional resources. We recognize that cultivating a positive school climate is a collective responsibility, achieved through collaborative efforts among

adults in our school community.

Collaboration extends to decision-making and direct parent engagement, amplifying the synergy of our educational efforts. Students experience rigot, growth and support, while teachers embody content expertise and pedagogical finesse. Trust-based relationships permeate every interaction: student-to-student, student-to-teacher, teacher-to-administrator, and staff-to-parents/caregivers. Our practices align, ensuring that what we ask of our community, we uphold ourselves.

Operational decisions echo our core values in scheduling, staffing, and facility design. Volunteer involvement supports our administration, and our "Learning Lab" for Genius Hour enriches our creative exploration and self-discovery. Together, we build, maintain, and adjust our educational approach to create a thriving learning community.

RITUALS

We begin with the "Meal, Movement, and Motivate" (3M) practices, which are the foundation of our daily routine. The first hour of the school day is intentionally dedicated to fostering a sense of community through breakfast. During this time, we model and practice behavioral regulation, conduct a pulse check, and engage in physical movement before any academic instruction commences. This practice serves as a bridge from home life into the day's instructional rigor, strengthening student-to-student and teacher-to-student relationships.

Our commitment to mealtime extends beyond nourishment. It creates opportunities for students and staff to bond over shared meals, promoting social interaction, practicing language skills, and building connections. It's a platform to celebrate and learn about various cultures' food traditions, fostering cultural sensitivity.

Managing emotions in a supportive environment equips students with essential life skills. They learn to identify and express their feelings constructively, leading to improved behavior and healthier relationships. The pulse check and physical movement activities create a more relaxed and focused learning environment.

Our culture also emphasizes family involvement, showcased through monthly events, biannual showcases, quarterly feedback sessions, and parent/caregiver participation on the developing advising board. Our "Acknowledgement System" ensures parent engagement before any change in learner placement. Daily connections, celebrations, and discipline are all part of the collaboration between students, parents/caregivers, and staff.

To measure our cultural effectiveness, we conduct quarterly feedback sessions involving teachers, parents/caregivers, and learners. Open dialogues and surveys deepen our understanding and alignment with our intended outcomes.

Infinite Minds is designed as a dynamic learning environment that places creativity, service, and parent involvement at its core. Our innovative Genius Hour empowers students to explore their interests, passions, and curiosities in-depth. Partnerships with local organizations in social services enrich the curriculum, offering students a comprehensive educational experience. We actively engage parents/caregivers through monthly seminars, invitations to participate in the 3M's, and volunteer opportunities, ensuring their active involvement in the learning process. By keeping parents/caregivers informed about their student's studies, our dialogues extend into the home environment, promoting ongoing discussions beyond school hours. Our nurturing environment strikes a balance between joy and academic rigor, allowing students to thrive and positively impacting both our young learners and the broader adult community.

USHERING STAKEHOLDERS INTO OUR CULTURE

Our journey to foster a strong and positive culture at Infinite Minds begins long before the first day of school. We believe that engaging parents/caregivers is essential to creating a nurturing educational environment. During Year 0, we kickstart this process by hosting co-design sessions, where parents/caregivers share their insights on various

aspects, such as language, dress code vs. uniforms, and school values. This marks the initiation of their consistent experience as members of our school community. We keep them updated through social media, website amendments, and specific initiatives born from their valuable feedback. In the weeks leading up to the start of the school year, we host multiple Town Halls to review the handbook, and final distribution and discussions occur during our annual Back to School Orientation, a dedicated event for parents/caregivers and learners.

Our staff members play a pivotal role in upholding our culture. During the screening process for new hires, we delve into their educational philosophy, the purpose they see in schooling, and their rationale for their interest in the available positions. This ensures alignment with our values and mission. Upon joining our team, staff members have numerous opportunities for intentional connections and team building. Summer professional development focuses on building a sense of community among colleagues, deepening their understanding of pedagogy and best practices, and conducting a detailed review of the handbook. Our leaders serve as models, following the cycle of "I do, we do, you do" in practicing our school systems, demonstrating the parallel practices we expect from our entire community.

Once our staff and parents/caregivers are well-acquainted with our cultural expectations, practices, and rituals, we extend the invitation to our learners. Their onboarding into our environment is a carefully planned process. Learners participate in meet-and-greet opportunities to connect with staff and familiarize themselves with the facility. When the school year begins, they are immersed in an atmosphere of energetic serenity. The Culture Camp, which spans the first week, facilitates intentional discussions to establish expectations, practices, and rituals. It's a chance for learners to set classroom norms and for educators to dive deep into understanding each learner's unique qualities and genius. We recognize that onboarding all stakeholders requires purposeful planning and ample time to ensure seamless integration into our vibrant culture because we are United for Excellence.

DRESS CODE AND UNIFORM POLICIES

☒ The proposed charter school will not have a required dress code and/or uniform policy. If no, skip this question.

Provide a brief description of the school's dress code and/or uniform policy, and the reason for determining this policy, including how it supports the proposed model of the school.

CAMPUS SECURITY OFFICER

Number of armed security officers at each district campus in year 1:

1

☒ By checking this box, the sponsoring entity presiding over this application and any subsequent charter operations affirm acknowledgment of all requirements of [Texas Education Code, Chapter 37, Section 37.0814](#), relating to armed security officers at each district campus.

SCHOOL DISCIPLINE

[CLICK HERE TO VIEW RELATED TERMINOLOGY, RESOURCES, AND EVALUATION CRITERIA](#)

DISCIPLINE POLICY

Charter schools are permitted under TEC §12.111(5)(A) to exclude students based on documented disciplinary history. Describe whether the charter school intends to exclude these students from enrollment and the rationale behind doing so, especially as it aligns with the mission and vision of the proposed model. See [Attachment SD2 Proposed Discipline Policy](#).

At Infinite Minds, our approach to discipline is proactive and includes daily teaching of classroom norms and expectations to preserve the safety of all individuals in the learning environment. We will teach learners self-regulation tools to use when negative emotions or circumstances arise. We recognize that no one gets it correct 100% of the time and will leverage logic consequences when learners are disruptive or breach the agreed upon norms in the learning environment. If/when major disciplinary infractions occur the decision-making for consequences will be made as a team following our Board approved student code of conduct. Our goal with discipline is two- fold; teach learners multiple ways to regulate themselves and reunite them into the learning environment as quickly and safely as possible.

We will follow the applicable legal requirements of the Texas Education Code and our student code of conduct and we will consider exclusion on a case-by-case basis. Exclusion may be applied to learners only under specific circumstances, such as when they have faced expulsion from another school or are currently serving the term of expulsion or placement at a DAEP. Additionally, learners who are incarcerated and ineligible for enrollment may be excluded. However, our foremost commitment is to maintain a safe school environment for students and staff. It's important to note that, as an open enrollment charter school, we do not have a designated alternative education placement for learners who display behaviors that contravene the law or the Student Code of Conduct. We hope to be able to work with local ISD's for potential DAEP placements if required or available. The Student Code of Conduct will cover all placements and disciplinary measures and actions.

Consideration for enrollment of students' with documented criminal or serious disciplinary history will require a "Enrollment Success" committee meeting. The committee will be composed of Principal, Dean, Counselor, Social Worker, Parent(s), and student if developmentally appropriate over 8 years of age. Recommendation for proactive behavior interventions will be implemented on Day 1 to ensure smooth integration into the Infinite Minds school community and a "fresh start" or second chance at making a better decision. The end result of the meeting is to create an asset-based contract of the positive behaviors we will be tracking to show progress in behavior decision-making. Learning is happening both inside and out and our responsibility is to support all learners in this process individually and collectively. Safety is the top priority and therefore we will handle enrollment decisions and this entry meeting with care from an asset perspective. We will get very curious about when the learner has found his/ herself being successful in school and life to replicate/ duplicate that recipe for continuous success.

DISCIPLINE POLICY

Accountability and reconciliation is a seed planted within the culture of Infinite Minds. Discipline is a methodology of teaching around daily habits and decisions. Adults are expected to model emotional constancy. Merriam-Webster defines discipline 1) to punish or penalize for the sake of enforcing obedience and perfecting moral character 2) to train or develop by instruction or exercise especially in self-control. Our school culture procedures are to rehearse, reinforce, and remind learners of ways in which we exercise mutual respect, regulate emotions, and maintain safe behavior.

The school community norms throughout the school day to encourage trust based relationships, collaboration, and intentional solutions that support the development of children, youth, and adults within the school environment. The goal is to ensure learning is maximized. Smith and Shaun (2015) data illustrates that black students are disproportionately affected by suspensions and expulsions. Our vision is to eliminate educational gaps which propels our commitment to keeping kids in school where both academic learning and social learning can occur. These practices and routine interventions support our efforts to avoid subgroups being disproportionately punished via suspension, expulsion, or arrest.

1. Infinite Minds will respond to learner behaviors with logical consequences, document interventions, and disciplinary actions.
2. Routinely examine discipline data, attendance data, and staff professional development to grow their proficiency with trust based relationship training toward continuous improvement.
3. Learners have mentors/trusted adults that will champion and support them through processes that are fair and thorough, if/when major disciplinary response is necessary such as suspension or expulsion.
4. Create a expulsion review panel and provide Anti-bias training
5. Provide due process to students pursuant to law and our student code of conduct.
6. Implement re-entry procedure for learners to rejoin the school community post suspension or disciplinary measure/placement that includes the learner, parent(s), leader, social worker/counselor, and other trusted adults.

SCHOOL AND CLASSROOM PRACTICES

In the realm of school and classroom practices, Infinite Minds takes a systemic approach to nurturing a supportive learning environment. These practices encompass both the school-wide strategies and those implemented within individual classrooms.

School-Wide Practices: 1) Infinite Minds actively collaborates with community partners to enhance the educational experience and provide additional resources for students. 2) A system of support is in place, addressing the various needs of learners, staff, and parents/caregivers. Proactive TBRI training for staff to implement with students during the 3 M's, referral process to social worker or counselor, EAP program for staff, list of local organization supports and workshops or seminars on mental wellbeing. 3) MTSS Team is integrated into the school's framework, providing a structured approach to addressing individual student needs. 4) Active supervision is a priority, always ensuring students' safety and well-being. 5) Campus leadership is visible and available to learners and parents/caregivers, fostering open communication and accessibility. 6) The school holds a discipline policy review at the Back-to-School event, engaging parents/caregivers in the process. 7) Infinite Minds promotes a solution-seeking process, involving all stakeholders in decision-making. 8) parents/caregivers are seen as essential partners in the educational journey, actively involved in their child's learning. 9) The school utilizes a positive reinforcement system to encourage and acknowledge students' positive behaviors within the school-wide community meetings and quarterly feedback sessions. 10) A dedicated space is provided to support students' behavior reflection

Classroom Practices: 1) In individual classrooms, the 3 M's allow for daily check-in and check-out, providing a platform for students to prepare themselves for the joyful challenge of the day 2) Teachers implement an acknowledgment system, emphasizing positive reinforcement for students' achievements. 3) Students actively participate in the development of classroom norms and rules, promoting ownership and responsibility. These school and classroom practices collectively contribute to Infinite Minds' commitment to creating a nurturing and supportive learning environment where each student can thrive academically and behaviorally.

BEHAVIOR LEVELS

LEVEL 1: A behavior that requires low level interventions that are handled by the teacher in the classroom or a support staff member. Addressed at the point of error and do not require formal documentation. Communication with parents is recommended.

LEVEL 2: Increased level of intervention which may or may not require campus leadership intervention. Formal documentation will be used here. Parent notification is required to facilitate partnership with support.

LEVEL 3: This behavior requires immediate leadership attention and written documentation in Powerschool. These behaviors violate TEC or laws, are severe, and pose a potential threat to an individual. Documentation must be thorough to describe interventions used, and parent communication is non-negotiable.

LEVEL 4: Immediate intervention, campus leadership involvement with documentation of proactive interventions leveraged. Level 4 requires immediate suspension and recommendation for expulsion. Formal documentation and parent communication is non-negotiable.

CLASSROOM INTERVENTION

Teachers must employ the proactive, preventative, and corrective practices outlined in the preceding section. To the extent that this is ineffective then a referral notification via a platform such as Hero or Class Dojo will be used to communicate with campus leadership for Level 3 or higher intervention.

---BREAK IT FIX IT: If a student is responsible for creating or participating in a problem, they are expected to take corrective action. For example, if a student makes a mess in the reading corner, it is their responsibility to clean up within a reasonable timeframe. If emotional dysregulation hinders this task, the teacher will guide the student to a designated reflection space.

---REFLECTION TIME: During reflection time, the teacher will remind the student of the "Break it Fix it" expectations and assign tasks to help the student understand the need to rectify their actions. The purpose is to provide students with a dedicated space for emotional regulation and corrective action. If a student is unwilling or unable to meet expectations during this time, they will face a loss of privilege.

---LOSS OF PRIVILEGE: When a student demonstrates an inability to self-manage and uphold classroom expectations, they will experience a loss of privilege. In such cases, the consequence is to tighten the boundaries and reduce independence. For instance, during scheduled "I do" class time, the student may be required to have preferential seating at the teacher's table. This allows them to benefit from the learning environment while ensuring closer supervision.

---PARENT PARTNERSHIP: In cases of severe and persistent behavioral concerns, we will involve parents in the disciplinary process. Parents may be invited to conduct classroom observations or collaborate with us to develop a response plan that realigns the student with school-wide and classroom norms. This partnership emphasizes shared responsibility in addressing ongoing issues.

SCHOOL SUSPENSION

Campus leadership must consistently utilize the proactive, preventative, and normed practices within the school community to exhaust all interventions and maximize the learner's time in the classroom environment. Leaders will attempt the use of behavior interventions to repair the harm/disruption caused.

If Level 3 or above behavior occurs, and an out of school suspension is deemed necessary then the due process must be adhered to. The learner's trusted adult must support them through the process.

During out of school suspension learners are provided supplemental instructional materials to earn equivalent grades to avoid undue hardship. The out of school suspension is not meant to cause additional gaps or challenges for the learners' academic progress, the result is to reintegrate into the school community post the suspension time. The learner will be granted access to any state mandated assessments or key preparation that falls within a scheduled suspension period.

EXPULSIONS

Level 4 behaviors will warrant a recommendation for expulsion and immediate suspension for the safety of learners and staff. Expulsion due process hearings will be held by an expulsion review panel. The review panel shall include 3 educators who have the least contact/connection with the learner to avoid bias in the proceedings. The student code of conduct will detail the specific due process measures including appeal rights for students.

The Board is the ultimate appellate body and if a student appeals, the Board will review the decision of the prior levels of review, the findings of facts and recommend the next step action based on the expulsion review panel's action or other intermediary decision maker. Written notification must be provided to the parents/caregivers in advance of the hearing, typically at least 3-5 days notice. This notification must also include the parents/caregivers' right to an appeal with the committee of the full Board of Directors. All appeals will occur with parent, learner, and full Board within 10 school days of the request whenever possible or at the Board's next available meeting.

Re-entry Procedures

All students that are suspended must complete a re-entry meeting. The re-entry meeting is to re-establish trust, revisit academic goals, and classroom norms. Participants in the re-entry meeting will include learner, counselor, leader, caregiver, and person who the direct harm was caused.

IMPLEMENTATION

The sustainability of our accountability and reconciliation discipline practices lies within leadership commitment to

these principles:

- *Active and relevant instruction with clarity of behavioral expectations
- *Designated safe spaces throughout the school facility
- *Repair and restore relationships between learners, teaches, and leaders after harm
- *Intentional building of trust-based relationship
- *Increased awareness of the adverse effects of trauma/crisis/disabilities/cultural norms/medical conditions
- *Parallel practice to promote high standards of behavior with teaching, modeling, and monitoring
- *School discipline must be paired with self-regulation tools and self-awareness skill building to contribute to a positive school community

SUSPENSION AND EXPULSION SUMMARY

List any discretionary offenses consistent with the school's mission and vision for which a student will be removed from the learning environment.

TYPE	OFFENSE
Suspension	Bullying, Cyberbullying, Fighting/ Physical altercation, Verbal threat of harm
Expulsion	Firearm/ deadly weapon, drug or alcohol consumption, distribution or possession on school property, and/ or any offenses indicated in the Texas Penal Code as expellable offenses

Click to add a row to the table above.

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DISCIPLINE DATA ANALYSES

Discuss plans, if any, to conduct analyses that will evaluate student discipline data and overidentification of any specific student group.

Children thrive in an environment where they are viewed positively, experience trust, benefit from clear expectations, and explicit skillbuilding to manage their emotions and the world around them. There is not a single method that will be beneficial for 100% of the learners but boundaries create a circle of safety for all included in the learning environment.

The accountability and reconciliation discipline reminds our community that mistakes do not define you indefinitely. There is an opportunity for teaching, practice, and rehearsal toward improvement. We believe that an environment where effort is applauded, in the journey to growth, must be embedded in our approach to discipline. Our staff anticipates that learners will grow and develop from the trial and error of life. Our responsibility is to be emotionally constant, thoughtful about disciplinary responses to unaligned choices to ensure accountability, and celebration in the moments when learners get closer to aligned choices that benefit themselves and the school community.

We will know that our discipline approach is effective when:

- 1) Less than 10% of leaders' time is spent on reacting to behavior interventions (Referral response)
- 2) Less than 10% of teachers' time is spent on reactionary behavior interventions (Referral input)
- 3) 100% of students feel safe in the learning environment (Daily check-in, Quarterly feedback discussions & survey data)
- 4) 100% of staff feel safe in the learning environment (Weekly check-in, Retention, Quarterly feedback discussions & survey data)
- 5) 90% of the time Learners are using the regulation strategies taught
- 6) 90% of parent/caregiver visits, volunteer time, and conferencing is focused on positive presence (Visitor log entries)
- 7) 100% of parents/caregivers feel safe with their kids attending Infinite Minds (Quarterly feedback discussions, survey data, and biannual co-design sessions)

The routine review of this data by the MTSS Team ensures that we are attentive and responsive regarding discipline, and it also ensure we are not overidentifying any student groups. Suspensions will be limited to a maximum of 3 days each time; any behaviors necessitating longer suspensions are categorized as Level 4 offenses and are considered unlawful. In cases involving special education, if a learner accumulates multiple suspensions within a school year, the ARD committee will convene to assess accommodations, interventions, and the most suitable placement in the Least Restrictive Environment (LRE) for the student's benefit. Given the advantages of a student's presence in the learning environment, collaborative efforts are essential to prevent any student from facing a 10-day suspension within a single school year. Should the 10-day out-of-school suspension threshold be reached, a Manifestation Determination Review meeting will be scheduled with the ARD committee, following proactive measures taken before reaching this point.

The Board's Academic Excellence Committee will conduct reviews in January and June, examining discipline intervention data presented by the MTSS Team. This encompasses current proactive and intervention strategies, the raw count of referrals, in-school suspensions, out-of-school suspensions, and expulsions, as well as referral trends and disaggregated data for subgroups. Using this data, the Superintendent/Principal will then identify areas of concern, address disproportionalities, focus on professional development, and refine procedures in collaboration with the Board, parents/caregivers, staff, and learners. The Superintendent/Principal is responsible for the follow through of any steps at the campus level.

BOARD FORMATION, STRUCTURE, AND COMMUNITY

[CLICK HERE TO VIEW RELATED TERMINOLOGY, RESOURCES, AND EVALUATION CRITERIA](#)

See [Attachment E1 Articles of Incorporation](#)
[Attachment E2 501\(c\)\(3\) Letter of Determination](#)
[Attachment G1 Organizational Bylaws](#)
[Attachment G2 Code of Ethics and Conflict of Interest Policy.](#)

CURRENT BOARD MEMBERS

Please note, Sole Member Board structures are not permitted for purposes of this application.

See [Attachment G3 Board Member Résumé and Affidavits.](#)

BOARD MEMBER	STATUS	CITY	PRIMARY SKILL SET
LYN SCOTT	Voting	ARLINGTON	Governance
NICHOLAS PASCALE	Voting	DALLAS	Educational Leadership
NORIE PRIDE-WOMACK	Voting	DALLAS	Finance
NICHOLAS DITTO	Voting	FORT WORTH	Educational Leadership
RHONDA MYLES	Voting	FORT WORTH	Human Resources
GREGORY RICHMOND	Advisory	FORT WORTH	Other- SOCIAL WORK

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ROLES AND RESPONSIBILITIES

Charter School Program Start-Up Grant - 20 U.S. Code §7221b(f)(1)(C)(i)(I)

Describe the roles and responsibilities of the sponsoring entity, any partner organizations, and charter management organizations, as applicable, including the administrative and contractual roles and responsibilities of such partners. If an applicant believes that any component of this question is addressed elsewhere in the application, cite the section(s) and subsection(s) of the response material.

BOARD OF VISIONARIES: GUIDING INFINITE MINDS' JOURNEY

The 2 two most vital components of the Board's responsibility to the school are (1) fiduciary oversight and (2) managing the Superintendent to ensure student success.

1) Financial oversight is a crucial responsibility of the board. The members of the board review and approve budgets, financial statements, and policies, working closely with the school leadership to ensure responsible fiscal management, transparency, and accountability. The oversight of our board will include regular review of financial reports compared to budget projections, with accompanying discussions of any significant variances.

2) The board is responsible for the selection and appointment of the Superintendent, establishing performance expectations, and conducting thoughtful and professional annual evaluations to ensure effective leadership and management. The accountability of the Superintendent is vital because this position is responsible for managing all day to day operations of the school, with an overarching primary responsibility to ensure student success. We will build and sustain a strong and trusting connection between the Board and the Superintendent based on the annual goals are met. If agreed-upon goals are not met, the board will work with the Superintendent to provide opportunities for professional growth and development. We understand that the Board has the ultimate authority to take appropriate action in the case of low Superintendent performance, even potentially leading to the removal

of the superintendent. With a focus on continuous improvement and leadership support, the board will encourage innovation, reward success, invest in support to ensure program effectiveness, and makes strategic decisions to enhance educational outcomes and overall school quality.

The board has other significant roles as well such as collaborate closely with the Superintendent to develop strategic plans that align with our school's mission, vision, and the needs of our community. In addition, board involvement and insight in establishing and approving policies that govern the operation of the school, ranging from curriculum and student welfare to staffing and financial management. Compliance with local, state, and federal laws and regulations is also of utmost importance and will be the board's responsibility. The Board will also lead recruiting for new Board members; when the need arises to recruit additional board members as the school grows, we will leverage local agencies such as Board Build and word of mouth networking within our community, aligning recruiting with the board's strategic priorities.

In addition to their internal responsibilities, the board serves as a vital link between the school and the broader community. Board members will actively engage with stakeholders, including parents, staff, students, and community members, to understand their perspectives, address concerns, and foster positive relationships. Advocacy for the school's interests and the promotion of a positive image within the community will be ongoing Board priorities, and we will ask Board members to allocate time to these important activities in support of the school. Board members may participate in public relations activities, represent the school at external events, and collaborate with other organizations to enhance the school's reputation and gain support for its goals.

At Infinite Minds, our governing board is the driving force behind our long-term vision, mission, and strategic goals. Composed of 5-7 members, each serving a term of 2-3 years, our board ensures accessibility, transparency, and organizational effectiveness. To support the board's functioning, we have budgeted \$5,000 to fund a well-regarded platform to be selected once approved. This platform will help support compliance with Open Meetings Laws, facilitates efficient organization of materials and agendas, and promotes visibility of our goals.. During the critical Year 0 and throughout Year 1, monthly meetings are held to provide robust support for a successful launch. The board's responsibilities include:

To ensure effective governance, the board will develop procedures to elect board members to officer positions with specific roles and responsibilities:

- 1) The chairperson or president provides overall leadership, presiding over meetings, setting the agenda, and representing the board officially.
- 2) The vice chairperson or vice president supports the chairperson and assumes their responsibilities when needed.
- 3) The treasurer oversees financial matters, working closely with the administration to develop budgets, review reports, and ensure compliance with policies and regulations.
- 4) The secretary maintains accurate records of meetings and handles official communications.

In addition to board officers, committee chairs lead board committees with specific responsibilities, to include:

- *Academic Excellence- measures academic results against goals, accountability plan, and annual Superintendent's goals.
- *Development/ Community engagement committee- raising non-grant funds to support the organizations mission.
- *Finance and operations- creates upcoming fiscal year budget, present budget recommendations, monitors implementation of approved budget, recommends revisions, and recommends policies for managing assets.
- *Governance committee- leads board recruitment strategy, leads new board member training, organizes the annual retreat, assesses strengths and ensures board receives professional development.

Our board members will undergo annual training as required by the Lone Star Governance and Opening Meetings Act, equipping them with the knowledge and skills necessary for effective governance. Their dedication and expertise propel Infinite Minds forward on its mission to provide an exceptional education experience for all our

students.

COMMUNITY CONNECTIONS

Discuss the extent to which members of the board are connected and/or currently involved with the anticipated community of the proposed school.

Each of our founding board members has professional and/or personal connections to the educational landscape in the Dallas/ Fort Worth metroplex and is passionate about the transformation that a solid education can provide for the next generation of change agents.

LYN SCOTT is deeply embedded in Arlington, Texas, with a rich history of community involvement, which includes roles such as the Executive Director of Guardianship Services, Inc. (GSI) and the Financial Exploitation Prevention Center (FEPC). Her strong leadership in nonprofits and a long-standing commitment to community service align seamlessly with Infinite Minds' mission.

RHONDA MYLES, the Chief People Officer at Freedom Prep Academy Charter School, brings 18 years of Human Resources expertise to the board. Her outstanding career has been dedicated to the field of education, and she has successfully pioneered innovative programs to identify and promote talent for leadership roles within schools.

NICHOLAS DITTO, with a decade of diverse educational roles, exemplifies dedication to providing exceptional education. As a former Principal, he led a school to consecutive "A ratings," showcasing his leadership and commitment to academic excellence. His passion for driving positive change in education fuels his involvement with Infinite Minds.

NORIE PRIDE-WOMACK is an experienced Chief Operating Officer with a strong background in both non-profit and for-profit sectors. Her expertise in data analysis, strategic growth, and organizational design will inform data-informed policies and effective governance. Norie's people-centered leadership and volunteer service demonstrate her commitment to the community and supporting future leaders.

NICHOLAS PASCALE has nearly 20 years of experience in education, starting as a Special Education teacher and rising to roles such as Dean, Principal, and Chief People Officer at GreenWorks. His impact on education extends to advocacy and leadership roles in various organizations, making him a valuable addition to the governance and educational leadership of Infinite Minds.

GREGORY RICHMOND, a Social Worker with 15 years of experience, specializes in at-risk youth and young adults. His insight into community dynamics and deep involvement will significantly contribute to community engagement and experiential education initiatives.

Infinite Minds is proud to present a board of individuals who not only possess professional expertise but are passionate about the transformation that a solid education can provide for the next generation of change agents. From their roles as educators, social workers, nonprofit leaders, change agents, and executive leadership they collectively embody a commitment to excellence in education and community engagement; they are poised to guide Infinite Minds toward a future where every student's potential is realized, and the community thrives. Together, we are creating a brighter tomorrow for Arlington, one that champions education as a transformative force and empowers every learner to reach their full potential. We continue to build a network of potential future board members who have deep connections within the city of Arlington, and who bring expertise in legal or development.

STAKEHOLDER ACCOUNTABILITY

Identify the processes and structures that the proposed board will have in place to ensure transparent accountability and engagement with all stakeholders.

Infinite Minds will host annual co-design sessions at which the community will engage with school leadership and the Board to offer feedback on processes, procedures, and satisfaction. This dialogue is intended to unearth any areas where misalignment to our mission, vision, and values might need additional attention. Although routine board meetings will provide time for public participation, the co-design session is designed as a special mechanism for Infinite Minds staff and Board to be active listeners to the community to impact strategic planning and adjust our plans moving forward as we expand grade levels and grow.

ACCESSIBLE AND ENGAGED: A COMMITMENT TO COMMUNITY: Board meetings open to the public embody our commitment to accessibility. We strive to ensure inclusivity through language and location, making the meetings accessible to parents/caregivers and community members with varied needs.

Translation services, American Sign Language interpretation, and thoughtful seating arrangements will be taken into careful account to foster an environment of engagement and understanding. Furthermore, our board members commit to attending as many events as possible. This interaction serves to ensure the pulse of our institution is in harmony with our values and design.

TRAITS AND DUTIES: NURTURING EXCELLENCE IN EDUCATIONAL GOVERNANCE: Our board members commit to the following responsibilities:

1. Communicate Effectively: Weaving the Web of Understanding

The ability to communicate effectively is the cornerstone of our governance. It's not just about words; it's about fostering an environment where ideas flow freely, where dialogues flourish, and where understanding prevails. In this world of education, communication isn't just a tool—it's the bridge that connects aspirations with actions. During our open meetings, we will ensure that translation options are available for English and Spanish speakers. If there is another prevalent language for the parents/caregivers within our school community we will work to find interpreter services.

2. Grow Professionally: The Quest for Continuous Growth

The pursuit of excellence is an unending journey, and as stewards of educational governance, we lead by example. Growing professionally isn't just a choice; it's a responsibility. By constantly seeking to enhance our understanding, knowledge, and skills, we embody the very spirit of progress we wish to foster in our educational ecosystem. This is embodied within the ongoing training, required and optional, and networking with fellow boards members.

3. Personal Accountability: A Pledge to Responsibility

In the realm of governance, personal accountability isn't just a buzzword—it's a guiding principle. Our board will hold itself answerable for decisions, actions, and their outcomes. This pledge isn't just to the institution; it's to every student, every family, and every voice that finds resonance in our efforts. Our Board members' commitments to the school are embedded in an agreement that we ask each new board member to sign, and all board members to recommit to every year. The Board Chair is responsible for upholding board members' commitment to adequate participation in meetings and events. Additionally, board members are required to participate in multiple board committees.

4. Personal Integrity: Navigating the Path of Honesty

Our integrity is more than a trait; it's a legacy. It's the unwavering commitment to honesty, ethics, and principled conduct. Personal integrity represents a promise to navigate the governance journey with authenticity and honor. The governance committee takes integrity seriously; Board members who are found to be dishonest and negatively impacting student success will go through a process established and run by the governance committee that might result in removal from Board membership.

In Year 1, our pledge to transparency takes form in monthly board meetings and bi-monthly committee gatherings. These platforms will not only facilitate collaboration but also amplify our collective commitment to progress. Each quarter, the Superintendent will present a comprehensive dashboard, illuminating the path of school progress with an unwavering focus on our Big 5 goals.

Our approach to data isn't just about numbers; it's about understanding the nuances that drive success. The Superintendent, leadership team, and board, working together, will meticulously dissect data, seeking trends, identifying outliers, and ensuring that the school takes action to ensure that every subgroup flourishes.

This commitment to accountability extends to goal-setting and resource allocation. The board holds the responsibility of setting goals and metrics. A cornerstone of this accountability lies in the relationship with the Superintendent—a connection marked by trust, but also one that underscores the power to hire and fire, cementing our shared pursuit of excellence.

In our educational ecosystem, the spotlight isn't just on us; it's a collective effort. The Texas Education Agency (TEA) holds us accountable for academic, financial, and operational outcomes, ensuring that our promises translate into tangible results. But accountability isn't just top-down; it's a cycle of input and advice. Each quarter, we actively seek the insights of students, parents, staff, and the charter community. Committees, surveys, open forums—they all converge to create a vibrant tapestry of voices, each woven into the fabric of Infinite Minds.

Briefly outline the procedure to be followed after a parent, student, or staff member has an objection or grievance regarding a governing board policy or decision, administrative procedure, or practice at the school.

The Infinite Minds grievance policy is designed to address conflicts and issues among the parties directly involved, aiming to support students, parents/caregivers, and staff. We encourage open and transparent communication to address challenges effectively.

--Step 1: The student, parent/guardian, or staff member presents their grievance or issue to the staff member with whom they have the conflict. The staff member will address the grievance, make an effort to resolve it, and provide the person with a decision within 24-72 hours.

--Step 2 (for students): If the decision is unsatisfactory or if the staff member's responsibilities do not cover the response, the student should approach the next appropriate supervisor (either the Dean or Principal). The Infinite Minds leader will review the concern, consult with the staff member and student, and determine a response. The decision will be communicated verbally and in writing to the student, explaining the outcome.

--Step 2 (for parents/caregivers): If the response from the staff member seems unreasonable to the parent, they should request a meeting with the Infinite Minds Principal. The Principal will prepare for the meeting by reviewing the request, consulting with the involved parties, and researching relevant policies. Following the meeting, the Principal will share their perspective, communicate a decision, and provide a verbal and written response to all parties involved.

--Step 2 (for staff members): Staff members should seek support from their Infinite Minds Principal or Dean to resolve the grievance, whichever is the designated coach/support. The Infinite Minds leader will review the concern, confer with the staff member, and provide a verbal and written response with the explained decision. If the grievance involves the Infinite Minds Principal or Dean, the staff member should proceed to the next step.

--Step 3: If the response from the Infinite Minds leader seems unreasonable to the learner, parent, or staff member, they can submit a written request for a meeting with the Superintendent (in Year 3 and beyond). After reviewing the request and conducting an investigation, a meeting will be scheduled with the involved parties. The Superintendent will consult with the Principal, the impacted parties, and conduct further research before making a decision.

--Step 4: At this stage, learners, parents/caregivers, and staff members can engage the Infinite Minds Board by sharing their grievances in writing or through public comments during a Board Meeting. The Board will consult with Infinite Minds leadership, conduct an investigation, and provide a final written decision to the student, parent, or staff member within 5-10 school days or during the subsequent Board meeting, whichever comes first. While the

Infinite Minds Board values input from stakeholders, we aim to resolve challenges expeditiously and without the involvement of the Board.

Identify the methods by which instructional materials and testing materials will be made available to parents. Include a plan to facilitate any and all requests to review those materials that follow state law.

Our design element, UNITED FOR EXCELLENCE impels us to maintain an ongoing connection with parents regarding their rights to access instructional materials.

Prior to the commencement of the school year, Infinite Minds hosts the Back to School orientation, a pivotal event where parents actively engage to ensure a robust start to the academic journey. During this session, the Superintendent/Principal provides an extensive overview, covering essential aspects such as the utilization of the school website, frequency of communication, and other logistical essentials. Of particular importance is the dedicated section on the Infinite Minds website, meticulously outlining the instructional materials for each content area, aligned by grade level. The materials that will be shared consist of: list of curriculum materials used, content specific scope and sequence, unit plans, and the assessment calendar. This user-friendly interface allows seamless access throughout the entire academic year, complete with convenient hyperlinks for quick navigation. Any updates or modifications to the curriculum will be promptly communicated to parents/caregivers, employing the communication app, social media platforms, and prominent notifications on the curriculum landing page. Our curriculum selection adheres to the stringent criteria of the Texas Resource Review (TRR) or Open Education Resource (OER) standards, reinforcing our commitment to high-quality instructional materials.

Dynamic interaction is facilitated by teachers who champion two-way communication via the parent/caregiver communication app, ensuring responses within a 48-hour timeframe. The following criteria will be considered when determining our communication app: 1) free for families 2) allows 2 way communication, and 3) activity and resource functionality. This communication channel serves as a crucial conduit, fostering transparency and keeping parents/caregivers well-informed about student progress, unit outcomes, conference requests, grades, and upcoming events. On a weekly basis, teachers will send communication home with a classroom message, TEKS to be learned during the week with associated curricular support for parents/caregivers to have insight into learning objectives, materials, and suggestions to engage learners at home. Additionally, we will preview summative testing materials to ensure parents/caregivers understand what is expected of their child and how they are expected to show their learning and knowledge. We will share with parents/caregivers how these summative assessments are tied to formative assessments given throughout the year.

At Infinite Minds, we readily honor parent/caregiver requests to view and receive curriculum materials, recognizing the value of nurturing curiosity, engagement, and parental involvement in their learners' educational trajectory. The campus Registrar will compile requested instructional materials upon parent request within 72 hours. Our philosophy transcends the boundaries of isolated educator-parent roles, forging a collaborative partnership that enriches the student experience. Additionally, our policy for classroom visits, parent-teacher conferences, curriculum nights, and biannual showcases provides an open invitation for parents to actively partake in observing and celebrating the culmination of their children's daily efforts, reinforcing our commitment to shared educational growth.

GOAL SETTING

[CLICK HERE TO VIEW RELATED TERMINOLOGY, RESOURCES, AND EVALUATION CRITERIA](#)

STUDENT OUTCOME GOALS

Identify three [House Bill 3](#) (HB 3) outcome goals that will be achieved by the end of Year 5. Each goal must be specific, measurable, attainable, relevant, and time-bound (SMART). Applicants who propose to serve early childhood (EC) grades must submit both EC literacy and EC math outcome goals. Applicants who do not propose to serve EC grades must submit both literacy and math outcome goals. All applicants must submit college, career, and military readiness (CCMR) outcome goals.

	OUTCOME GOAL	ANNUAL TARGETS
EC Literacy	Student Achievement: By August 2030, 80% of learners will score meets or masters on the STAAR RLA and 90% of learners will score approaches, meets, or masters on the STAAR RLA.	By May 2026 Kinder-2nd graders score proficient on NWEA MAP Reading By May 2027 80% of 3rd graders score meets or masters on the STAAR RLA interim assessments By May 2028 20% of 3rd-4th graders score masters on the STAAR RLA assessment By May 2029 30% of 3-5th graders score masters on the STAAR RLA assessment
EC Math	Student Achievement: By August 2030, 80% of learners will score meets or masters on the STAAR Math Exam and 90% of learners will score approaches, meets, or masters on the STAAR Math Exam	By May 2026 Kinder-2nd graders score proficient on NWEA MAP Math By May 2027 80% of 3rd graders score meets or masters on the STAAR Math interim assessments By May 2028 20% of 3rd-4th graders score masters on the STAAR Math assessment By May 2029 30% of 3-5th graders score masters on the STAAR math assessment
CCMR	By 2030, 90% of 3rd grade students will read on grade level to support their path to being college, career, and/or military ready.	By Sept of each school year, 100% of students will have a personalized learning plan, and 80% of students will meet the annual Mid-Year (MOY) and End-Year (EOY) targets on assessments such as NWEA MAP and DIBELS to support the overall goal of having 90% of students reading on grade level by 2030, preparing them for college, career, and military readiness.

START-UP GRANT PROGRAM GOALS

Charter School Program (CSP) Start-Up Grant - SMART Goals

Identify three to five programmatic SMART Goals that will be achieved using CSP start-up grant funds. All programmatic goals should be achieved by the beginning of year 3 and clearly support the board's HB 3 student outcome goals. Include all progress measures that will be used to track each start-up goal.

	OUTCOME GOAL	PROGRESS MEASURES
Ex.	Purchase and install SMART Boards in 100% of classrooms by July 1, 2025.	

GOVERNANCE AND LEADERSHIP

	OUTCOME GOAL	PROGRESS MEASURES
Goal 1	100% of students have access to a digital device and high-speed internet for educational purposes within six months of receiving grant funds.	Within three months of receiving grant funds, secure multiple quotes for digital devices of Year 1 enrollment and high-speed internet costs. Initiate the procurement process, 6 months before the FDOS. Implement device distribution and internet connection setup with ongoing monitoring to ensure 100% access.
Goal 2	100% of testing materials are procured and received before the 1st day of school to support BOY assessments and continuous progress monitoring.	Administer baseline reading assessments to all students at the beginning of the academic year. Conduct interim assessments at mid-year to measure progress. Ensure that a minimum of 75% of targeted students show measurable improvement by mid-year, with the goal of reaching 100% improvement by the end of the academic year.
Goal 3	100% of instructional staff receive the necessary professional development to support positive student behavior.	By Sept 2025, administer baseline reading assessments to all students. Conduct interim assessments at mid-year to measure progress. Ensure that a minimum of 75% of targeted students show measurable improvement by Jan 2026, with the goal of reaching 100% improvement by the end of the academic year.
Goal 4	100% of students and staff recruited by June 2025.	Reach 2:1 applicants for student recruitment by lottery in March. Reach staffing benchmarks 25% of staff positions filled by the end of January, 50% by the end of February, 75% by the end of March, and a complete roster by the end of April.
Goal 5	By the end of the academic year, 90% of participating teachers will demonstrate proficiency in using HQIM and educational technology tools to deliver personalized instruction, as assessed through classroom observations and self-assessments of TTESS evaluation.	Craft intentional professional development program for teachers by March of 2025 for implementation in July 2025. Conduct mid-year assessments of participating teachers' proficiency in using HQIM and educational technology tools through classroom observations and self-assessments. Aim for 45% proficiency by mid-year, with a goal of reaching 90% proficiency by the end of the academic year.

Describe how and when the board will receive and use evaluation data to determine progress towards meeting both HB 3 and grant program goals. Include any corrective actions that will be taken if progress is off schedule.

BOY= August
MOY= January
EOY= July

Goal 1 and 2 EC LITERACY & MATH: The Board of Infinite Minds will closely monitor student achievement through a comprehensive assessment framework. In Year 1, progress measures will be reviewed at the beginning (BOY), middle (MOY), and end (EOY) of the year using NWEA MAP and Interim assessments. Starting from Year 2, STAAR-like interim assessments will be utilized for progress monitoring, with summative STAAR data received at the end of the year. The Academic Excellence Committee will also analyze unit assessment data to gain insights into the predictive value of interim results for end-of-year outcomes to ensure we are on track

Goal 3/ CCMR: The Board will diligently track various data elements contributing to the literacy readiness. Quarterly reviews of HMH end of module assessments, NWEA MAP at BOY, MOY, and EOY, and DIBELS progress monitoring.

The board's role in monitoring each HB3 goal and benchmark is essential. Their oversight ensures that the necessary resources, programs, and strategies are in place to support our learners effectively. They play a vital part in holding us accountable for the progress of these students and for maintaining a commitment to excellence for student success. Ultimately, the board's vigilance helps us create an educational environment where all learners can thrive.

The collaborative process between the Board and the Superintendent for goal alignment is structured as follows:

The full Board will have continuous access via the dashboard to view campus data in real time. In Year 1, there will be a monthly Board meeting which will include review of the progress dashboard. This dashboard will succinctly summarize the progress measures and outcomes in relation to the three HB3 student outcome goals and five CSP Program goals. As we move into Year 2 and beyond, this monthly review will transition to a quarterly schedule. Concurrently, the Board Chair will serve as coach and reviewer of progress with the Superintendent monthly and provide coaching where necessary to facilitate the attainment of the established goals. These meetings will include a detailed breakdown of goal performance of items currently on track and those that are off track. All assessments will be made in alignment with the mission and vision of the organization, focusing on Academic Excellence, Development, and Finance. The Board will also play a pivotal role in providing support to the Superintendent, making available the necessary resources and assistance to tackle any challenges hindering the achievement of these goals. In the event that more performance measures remain off track than on track for an entire semester, an improvement plan will be set in motion. The primary objective of this plan is to establish a connection between the Superintendent and external resources. These resources will offer guidance and support to rectify the situation and realign the goals. Furthermore, the Academic Excellence Committee will collaborate closely with the Leadership Team. Their joint focus will be the effective utilization of time, including both student instructional time and teacher professional development time. This collaboration is intended to create strategies that ensure the goals are met optimally. Their dedication to the goal of continuous improvement reaffirms our commitment to academic excellence and student success.

By month, these are the data reviews that will take place:

January: STAAR interims (overall and by subgroup), MOY MAP (overall and by subgroup), Unit assessments, Exit Tickets; MOY DIBELS

February: Unit assessments, Exit Tickets

March: Unit assessments (overall and by subgroup), Exit Tickets

April: Unit assessments, Exit Tickets

May: Unit assessments, Exit Tickets; EOY DIBELS

June: Predicted Accountability rating, EOY MAP

July: No data review; the Board takes a break in June.

August: EOY STAAR (overall and by subgroup), Overall Accountability

September: BOY MAP (overall and by subgroup), BOY DIBELS, Universal Screeners (e.g. Dyslexia)

BOY assessments from (Aug-Oct) provide the baseline for where learners are starting the year academically and guides our goal setting for each individual learner. MOY assessments (Nov - March) are progress measures to track growth and rate of growth if/ when learners are not making adequate progress toward the goals set at the beginning of the year then leaders must inspect what is causing the gap and intervene. Interventions will be implemented at the teacher level or the learner level based on severity. EOY scores are the outcomes that will be measures of success for the school year.

In the spirit of the CSP Grant program grant we have determined 5 goals to ensure a strong start up plan. Additionally, (See Attachment F1) the detailed start up plan will be used to progress monitor for a successful launch.

Goal 1: 100% of students have access to a digital device and high-speed internet for educational purposes within six months of receiving grant funds. To achieve this goal, we have set a benchmark of securing multiple quotes for digital devices and high-speed internet costs within three months of receiving the grant funds. We will identify potential vendors and technology solutions and collaborate with the procurement department to streamline the purchasing process. In case we find ourselves off schedule, we will expedite the procurement process and seek alternative vendors or solutions. Our aim is to ensure that students have access to digital resources in a timely manner to support their education.

Goal 2: 100% of testing materials are procured and received before the 1st day of school to support BOY assessments and continuous progress monitoring. Our benchmark here is to administer baseline reading

assessments to all students at the beginning of the academic year, allowing us to measure their starting point. We will carefully select appropriate standardized reading assessments and analyze the data collected. In the event that we are off schedule, we will adjust the curriculum or reading interventions based on baseline data and provide additional support to students who are not making sufficient progress. Additionally, we will conduct mid-year assessments to monitor progress, with a focus on intensifying interventions and adjusting instructional strategies if needed.

Goal 3: We've set a benchmark that ensures 100% of staff receive training in crisis prevention and trust-based relational interventions by the 10th day of onboarding. Our commitment to staff training is paramount to achieving this goal. If we find ourselves off schedule, we will provide additional training sessions or resources as needed and closely monitor staff completion of training. Additionally, we will conduct a mid-year review to assess changes in behavioral incidents and students' self-reported satisfaction scores. If we encounter any deviations from our desired progress, we will implement additional support programs or interventions and reevaluate our strategies to reduce behavioral incidents.

Goal 4: 100% of students and staff recruited by June 2025. Reach 2:1 applicants for student recruitment by lottery in March. Reach staffing benchmarks 25% of staff positions filled by the end of January, 50% by the end of February, 75% by the end of March, and a complete roster by the end of April. Ensuring that we are fully enrolled with students supports our financial sustainability post the grant and being fully staffed ensures that our educational model and mission is upheld with high-quality staff.

Goal 5: By the end of the academic year, 90% of participating teachers will demonstrate proficiency in using HQIM and educational technology tools to deliver personalized instruction, as assessed through TTESS documented classroom observations and self-assessments via TTESS. Our benchmark includes crafting an intentional professional development program for teachers by March of 2025, ready for implementation in July 2025. If we encounter any delays, we will expedite the development and implementation of the program and provide additional resources or support to teachers. Throughout the year, we will conduct mid-year assessments of participating teachers' proficiency in using HQIM and educational technology tools. In the event that progress is not as expected, we will offer targeted support and training to teachers who need it and provide ongoing feedback to ensure we meet our goal of having proficient teachers who can effectively utilize these tools to deliver personalized instruction.

If we are off target for the CSP program goals it's essential to take corrective actions promptly to realign efforts and ensure that the grant objectives are met. Here are three corrective actions that will be taken in the event that we are off track: Review and revise the implementation plan with a root causes analysis, revise the implementation plan, setting clear, measurable, and achievable goals and milestones and establish a timeline for the revised plan, including intermediate checkpoints for monitoring progress. The Board will provide suggested resources and support such as professional development opportunities or training and explore opportunities for collaboration with external experts or consultants who can offer guidance and expertise in areas where improvement is required. It's crucial to maintain open and constructive communication between the Superintendent, the Board, and other key stakeholders. Collaborative problem-solving and a commitment to the grant's success are essential in addressing any challenges or deviations from the grant's goals.

Describe a system that the board will use to hold the superintendent accountable for meeting the proposed HB 3 and grant program goals.

The Board of Infinite Minds will conduct formal reviews of progress towards the HB3 and CSP program goals at least three times per year, specifically during the September, January, and June meetings. These reviews will involve a comprehensive dashboard summarizing the progress measures and outcomes. Additionally, the Board will receive quarterly data via the dashboard, including attendance, enrollment, academic performance, and feedback

solicited quarterly from learners, staff, and parents/caregivers.

To ensure a deeper understanding of the progress made, the Board Chair and the Superintendent of Infinite Minds will meet on a monthly basis to review the data of EC Literacy, math, and college, career, and military readiness. These monthly meetings serve as a platform for in-depth discussions regarding the progress of the organization, allowing the Board Chair to offer guidance and support to the Superintendent in achieving the established goals. If necessary, the Board Chair and Superintendent will collaborate in identifying root causes, including conducting school walkthroughs and meeting with teachers for further insights.

Accountability is a vital aspect of the Board's role, and the Superintendent's evaluation will incorporate the extent to which the proposed goals have been achieved. The Board will utilize the Texas Association of School Boards' Superintendent Evaluation, as recommended by the Texas Education Agency (TEA).

In the event that the Board determines Infinite Minds is not on track to meet the goals at any point, the Board will be consulted for recommendations on necessary adjustments. The committee will explore potential vendor support and partnerships to enhance capacity-building within the leadership team or teaching staff, ensuring progress towards the goals. The committee will also collaborate with the Leadership Team to optimize the use of instructional time for students and professional development time for teachers. If curriculum-related issues are identified as root causes, the Board will consider this feedback during the next review of the High-Quality Instructional Materials (HQIM).

By implementing these review processes, ongoing support, and accountability measures, the Board of Infinite Minds remains dedicated to ensuring the achievement of goals and fulfilling the school's mission.

SUPERINTENDENT POSITION

[CLICK HERE TO VIEW RELATED TERMINOLOGY, RESOURCES, AND EVALUATION CRITERIA](#)

SUPERINTENDENT SALARY RANGE

Salary Range [Proposed School]	\$115,000-\$135,000 (\$555.55/learner)
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Salary [District of Location]	\$330,000-\$400,000 (\$4.30/learner)
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QUALIFICATIONS AND EXPERIENCE

The applicant has identified a candidate to serve as the founding superintendent. If so, provide their ☒ qualifications and experience in [Attachment L1 Superintendent Resume/Job Description](#).

Discuss the recruitment process and why this individual is qualified to lead the proposed school in achieving its mission. Describe the leader's connection to the community and/or ability to effectively serve the anticipated population. Do NOT input a response if the applicant has not identified a proposed superintendent.

Infinite Minds has identified a proposed superintendent. When thinking about the ideal superintendent for Infinite Minds, it was clear that a dynamic leader with a strong foundation in education and a proven track record of success in previous leadership roles was absolutely necessary. Holding a higher education degree, this individual would have the academic background necessary to understand the complexities of the education sector, and bring a wealth of experience in the field, demonstrating a deep commitment to fostering excellence in education. In addition to their educational expertise, our superintendent would possess a unique skillset that extends into the business aspects of school oversight. They are well-versed in the intricacies of operations, development, and recruitment, ensuring that Infinite Minds operates efficiently and effectively. What would truly set this leader apart

is their unwavering dedication to continuous improvement and outcomes for students.

With those qualifications in mind, Rachel King is our proposed superintendent. Rachel King is a beacon of inspiration, a mental health professional, an educational leader, and an unwavering advocate for children and youth. But the roots of this journey trace back to a singular moment, a transformative turning point in 9th grade. A pivotal year marked by enrollment in a magnet school that bespoke innovation. Here, the convergence of Sciences and Arts carved a unique path, sharpening skills and igniting intellectual curiosity. Advanced academics immersed in the sciences, a college visit that cast a glimpse into the realm of higher education during Sophomore year, and a senior year marked by a place-based internship—these threads wove the fabric of destiny, forging a future counselor's trail. A first-generation student and the eldest among four siblings, the climb to knowledge was far from easy. Yet, the high school experience became the crucible for identity, determination, and a burning spirit of service.

With a Bachelor's in Psychology and graduate studies in Community Counseling, the commitment to a purpose-driven career solidified, a career animated by giving back to the community that nurtured growth. The counseling realm presented a journey of exploration, a path to understanding human behavior and motivation. Amid this myriad of choices, one calling emerged crystal clear—the call to champion youth in partnership with parents/caregivers and the community. It's a passion that courses through every fiber of being, a purpose driven by the relentless quest to evoke in others the same curiosity, excitement, and fervor for learning rediscovered in the hallways of high school.

Selected as a leader in the Texas Charter School Incubator she began a 9 month residency to observe district level operations of a high performing, multi-site charter school located within the Dallas-Fort Worth metroplex. This experience facilitated a deep immersion into the intricacies of school operations and educational leadership at the executive level of an expanding district, which left her equipped with a firsthand perspective on the challenges and opportunities that shape the educational landscape. This bird's eye view as a process observer via district level and campus level operations extended the opportunity to conduct a listening tour with teachers, campus admin, instructional leaders, and support staff. Reflections revealed the importance of teacher support, protected time, and clarity of mission and processes to achieve stability and confidence. The additional outcome from this residency was a collaborator and mentor within the Dallas-Fort Worth metroplex ecosystem, see Evidence of Community Support attachment for a letter of support from an esteemed Deputy Superintendent of a high performing charter school. Infinite Minds will have a network of educators available as mentors, collaborators, and professional development sites that will benefit the efforts of Infinite Minds.

Further bolstering the commitment as a lifelong learner, Ms. King recently completed the Relay Graduate School of Education (GSE) Instructional Leadership Development Program. This program sharpens and refreshes leadership skills and refines a replicable instructional approach, ensuring that school leaders are well-equipped to drive a culture of high performance and academic excellence within the school environment. Excellent school visits to Montessori, private, public charter, and ISD campuses within Texas and across the country as an experiential learning journey. These visits reinforced that there are multiple pathways to make learning accessible for students and the challenge is with leadership and school board to communicate and uphold consistent philosophy and path to achieve. These decisions must be thoughtful to ensure that intent aligns with impact. Observation of the June State Board of Education hearing and the outcomes provided a roadmap of guidance that directly impacted the landscape analysis methodology and intentionality for community engagement.

In her previous role of Founding Assistant Principal of Operations, Ms. King demonstrated a wealth of experience poised to guide a school towards success. The responsibilities encompassed the oversight of school-based operations, a critical facet in enhancing strategic direction, financial sustainability, and overall positive outcomes for learners and staff. Over a span of four years, Ms. King's achievements in operations management stood as a testament to her expertise. From the outset, she demonstrated prowess in student and staff recruitment, skillfully assembling a team that shared a collective vision of educational excellence. Adept at budget management, Ms. King navigated the intricate financial landscape, allocating resources judiciously to ensure the school's sustainability and

growth. Ms. King's proficiency extended to the realm of marketing and brand awareness, a task tackled with finesse in an uncharted landscape. Leveraging both grassstops and grassroots community engagement strategies, forged deep connections within the local community, establishing a strong presence for the school. In the face of the unprecedented challenges posed by the COVID-19 pandemic, Ms. King took charge of implementing effective protocols to safeguard the well-being of students and staff. As the transition to hybrid learning unfolded, leadership ensured a high level of daily attendance, underscoring their adaptability and commitment.

During tenure as a middle school Academic Counselor and Organization Strategist, Ms. King identified and implemented value-adding programs and academic interventions for approximately 360 6th-8th grade students, collaborating with stakeholders to drive student success. This involved the creation and implementation of intervention plans, ensuring error-free state testing, and coordinating college trips for all grade levels. As Director and Program Manager, Ms. King engaged with school personnel, parents, and community leaders to develop impactful events that supported program attendance, completion rates, and learning gains. Where she built strong recruitment networks across multiple school districts, servicing students through comprehensive supplemental education programs.

Ms. King has an unswerving commitment to education. Throughout her entire career, time, energy, and resources have been dedicated to serving urban schools, where over 80% of students belong to economically disadvantaged backgrounds, over 80% are African American or Hispanic learners, and over 80% are considered at-risk. Through these experiences, Ms. King has learned to drive academic growth and cultivate a culture of success. Ms. King's journey is rooted in scalable data-driven system management, human-centered programs, and strategic execution of cross-functional initiatives—a trifecta that will drive the school towards a future defined by excellence.

☐ The applicant has **not** identified a candidate to serve as the founding superintendent. If not, provide a sample job description in [Attachment L1 Superintendent Resume/Job Description](#).

Discuss the recruitment process that will be used to identify and select the candidate best qualified to lead the proposed school in achieving its mission. Include the timeline, criteria, and selection process. Do NOT input a response if the applicant has identified a proposed superintendent.

EVALUATION OF SUPERINTENDENT

Explain how the superintendent will be evaluated. Include the frequency, evaluation tool to be used, evaluators, and desired or expected outcomes. See [Attachment L2 Superintendent Evaluation Tool](#).

The governing Board Chair will evaluate the Superintendent's performance using the TEA recommended Texas Association of School Board's Superintendent Evaluation, annually. Quarterly progress measures are reported to the Board. Accountability is ongoing throughout the school year, quarterly meetings will be detailed review of school outcomes. During this time the Board can probe, advise, or act in the best interest of student success.

Formal evaluation will be held annually based on student success, efficient operations, and community satisfaction. Informal progress monitoring will occur middle of the year to assess necessary pivots to ensure overall success. Additionally, the board will create and implement a strategic plan to span multiple years as a driver toward Infinite Mind's mission and vision.

We review the outcome of student success as outlined by the 3 HB3 and Big 5 CSP program goals and benchmarks. The expectation is the Superintendent will score at/above proficient on the TEA Texas Association of School Board's Superintendent Evaluation by the conclusion of Year 1 forward. There will be a goal for each of the

designated areas; increasing student performance, implementing the instructional program, managing facilities and finances, and student and staff recruitment.

STAFFING, LEADERSHIP, AND PROFESSIONAL DEVELOPMENT

[CLICK HERE TO VIEW RELATED TERMINOLOGY, RESOURCES, AND EVALUATION CRITERIA](#)

STAFFING STRUCTURE

See [Attachment OP1 Organizational Charts](#).

STAFFING PLAN AND TIMELINE

Describe the strategy, plans, and timeline to recruit, hire, assign, and retain highly qualified, diverse instructional and support staff who will support the operation of the proposed school.

In our strategic approach, the Board of Directors, Superintendent, and Instructional Leaders employ a multi-faceted recruitment strategy that taps into existing networks while continually expanding our reach. Our recruitment efforts are firmly rooted in our talent philosophy, which recognizes that our organizational culture is the cornerstone of our success. This culture is deeply committed to being responsive to the current educational landscape, valuing dedication as the driving force behind exceptional performance, nurturing a community of dedicated learners and educators, ensuring a sustainable and supportive work environment, fostering continuous development, providing incentives, and emphasizing the crucial trade-off where leaders shoulder the load to create the best possible learning environment for all learners.

STRATEGY FOR STAFFING

Our staffing strategy is rooted in our core values and beliefs, serving as the guiding principles for our talent recruitment efforts. We emphasize creating a work environment that tailors to the needs of our staff. Collaboration is at the heart of our community, where we value a strong work ethic and prioritize infusing laughter and joy into our daily interactions.

In alignment with our mission and vision, which emphasize self-directed exploration, service learning, and the essential role of parents/caregivers as partners in education, our recruitment strategy is crafted to attract individuals who are committed to our overarching goals. With this approach, we assemble a dedicated teaching staff who are wholeheartedly committed to realizing our mission and vision. This ensures that every student's educational journey is characterized by innovation, excellence, and profound engagement. Our recruitment and retention efforts are more than just a process; they are a testament to our unwavering dedication to creating an exceptional educational experience for all.

RECRUITMENT AND HIRING PROCESS

We will create a people-centered, collaborative, and innovative work environment. We value each individual's contributions to the community and implementing a slow growth model allows us to strategically hire a small number of staff year over year. This approach extends from the initial stages of talent recruitment through every step of their journey with us, ensuring we attract and retain top-tier teaching talent while staying true to our principles.

The recruitment process begins with the Superintendent, with full support from the Board, collaborating to adopt an organizational chart that reflects our anticipated student enrollment growth. See Attachment Op1, this chart outlines the various teams, managers, and their respective responsibilities within the organization. These organizational roles are designed to align seamlessly with our organizational goals and core principles.

To support our talent philosophy and mission/vision, the Superintendent, under the Board's oversight, crafts distinct job descriptions that clearly delineate position responsibilities and management structures. These descriptions are tailored to ensure that they are in harmony with our overarching goals and principles.

Our marketing plan is strategically crafted by the Superintendent, and the Board diligently reviews the associated metrics and outcomes to keep us on the right path. Leveraging various communication mediums, we strategically

TALENT MANAGEMENT AND DEVELOPMENT

make offers for teaching positions between January and April 2025. To ensure a proactive hiring timeline, we adopt a backward planning approach, aiming to have 25% of staff positions filled by the end of January, 50% by the end of February, 75% by the end of March, and a complete roster by the end of April. We prioritize lead teacher roles due to their critical role in academic efficiency and success.

Following the authorization for networking recommendations, recruitment efforts will commence promptly. In August 2024, both the Board and Superintendent will initiate the process of sourcing candidates for our Year 0 staff, with an anticipated onboarding date of January 2025 see Attachment F1 Start Up Plan. During this phase, our leadership team will transition into the campus Talent team, responsible for the recruitment of teaching staff.

The recruitment timeline for teaching staff spans from January to April, encompassing interviews and the issuance of offers. These prospective educators will be actively engaged throughout the spring and summer, commencing their professional development journey in July 2025. Our Talent Team will initially comprise the Board, Superintendent/Principal, Dean, Bilingual Coordinator, SpEd Lead, and a select number of Year 0 students. As we progress into Year 1-3 and beyond, the Talent Team will evolve to include the Superintendent/Principal, Dean, Teacher, Parent Representative, and 3-5 enrolled learners, ensuring a comprehensive approach to talent acquisition.

Our marketing approach extends through platforms such as LinkedIn, Glassdoor, and Indeed, as well as traditional mediums like print advertisements and radio broadcasts. We maintain a strong presence in newsletters and communications from community organizations, including local universities, the Greater Arlington Chamber of Commerce, job fairs, the network of Superintendent and Board, and more. Through this comprehensive strategy, we aim to attract top-tier talent and ensure the continued growth and success of our organization.

Our hiring process aligns with our experiential school model, fostering a journey of exploration, action, and reflection for candidates. This process unfolds in several stages: Exploration, Application, Role-Specific Task, Panel Interview and Role Play, Feedback and Growth, Replay and Scoring, and finally, Offer/Decline. Each stage is designed to assess alignment with our mission, vision, and culture, as well as practical skills and problem-solving abilities. Our feedback-centered approach ensures continuous improvement, and candidates are presented with an offer based on comprehensive evaluation.

Throughout the hiring process, we maintain consistent communication and engagement with candidates, offering monthly updates and planned events to facilitate connections and promote a sense of team within our school community. We believe this thorough and thoughtful process not only identifies the most qualified candidates but also ensures that those who join our team are committed to our values and culture, laying a strong foundation for our school community's growth and success.

RETENTION TACTICS

At Infinite Minds, our approach to retaining our staff is rooted in creating a culture centered on accountability, unwavering support, genuine recognition, and a commitment to continuous growth. We understand that our staff not only maintain our campus culture but also play a role in our students' success. From the moment they join our team and throughout their time at Infinite Minds, we prioritize excellence, recognizing the profound impact our staff has on our students.

Our compensation strategy is designed to attract and retain top talent by offering competitive pay and intentional benefits. We base our compensation on a comparative analysis of pay scales in Arlington ISD and charter schools, ensuring our offers align with job responsibilities, qualifications, and expertise. We are also committed to providing a unique benefits package that includes features such as paid time off allocation, wellness days, and a professional development stipend. We actively seek financial and community partnerships to sustain and enhance this package.

To cultivate a positive work environment and campus culture, we implement various practices. These practices include adult-centered community circles that promote a sense of team. We prioritize transparent communication,

TALENT MANAGEMENT AND DEVELOPMENT

offering both informal and formal feedback opportunities to build trust within our organization. We conduct quarterly feedback sessions to formally assess job satisfaction and sustainability, mirroring the practices we expect from our teachers with students. Feedback is crucial to our continuous improvement. Every nine weeks, staff have opportunities to provide feedback on various campus systems. Leadership transparently explains the rationale behind these systems and responds openly to questions and concerns.

We also conduct regular informal check-ins between staff and their managers, with the Superintendent/Principal prioritizing monthly check-ins. These proactive engagements ensure that staff concerns, ideas, and feedback are valued and promptly addressed. Through these initiatives, we aim to attract, retain, and support a high-caliber teaching staff dedicated to our mission and vision.

We appreciate our staff's dedication and innovation, and we offer incentives to recognize their contributions. We will provide high-performing staff with financial rewards, pay raises, additional supply funds, and professional development stipends. We also value our educators' time by safeguarding their planning time, offering necessary resources, and supporting after-hours professional learning tailored to content and grade-level relevance.

Professional growth and upward mobility are a priority for our staff. We discuss development opportunities during formal observations and evaluations, ensuring educators have a clear path for advancement. Additionally, we aim to maintain a 2:1 ratio of experienced staff to novice teachers, bolstering our internal mentor system to support the success and growth of novice teachers within our organization.

PLACEMENT

Teacher placement will be determined by years of experience. In Year 1, our school will accommodate students from Kindergarten to 2nd grade. Considering that we won't have prior knowledge of our students' academic levels, our most experienced teachers will be assigned to the highest grade level, which is 2nd grade. This decision is based on the rationale that 2nd grade students may have existing gaps that need to be addressed. The next priority will be Kindergarten. While there will be a teaching assistant in the classroom, it is considered best practice to pair teaching assistants with experienced educators, as they can serve as positive role models for effective classroom procedures.

At Infinite Minds, our staff retention strategy reflects our commitment to creating a supportive, dynamic, and rewarding environment for all team members. We believe that by prioritizing staff well-being, recognizing their contributions, and fostering their growth, we can build a resilient and empowered school community that thrives.

Outline plans to ensure that the school remains fully staffed throughout the school year and strategies for addressing potential staff turnover, and specific plans to provide coverage in the event of staffing shortages.

To ensure that our school remains fully staffed with dedicated and qualified professionals, we have implemented a comprehensive strategy that encompasses proactive staff retention methods, coaching and development strategies, and a responsive approach to handling absences or vacancies.

PROACTIVE STAFF RETENTION

At Infinite Minds, we will implement multiple proactive avenues to retain our top-tier staff, ensuring a work environment that nurtures their growth and supports their well-being. First, we prioritize creating a sense of team and personal growth among our staff through regular informal check-ins and staff meetings. These practices foster a supportive atmosphere that not only promotes staff retention but also encourages individual development. Secondly, we conduct weekly observations to provide a platform for continuous professional growth and sustainability. By consistently monitoring staff performance and offering constructive feedback, we ensure that our team members continue to excel in their roles and contribute to our educational mission. Our commitment to staff well-being extends to quarterly feedback sessions that focus on enhancing staff fulfillment. These regular check-ins provide opportunities to address concerns promptly, creating a work environment that encourages personal and

professional growth while ensuring the sustainability of our staff. Lastly, we emphasize both internal and external development opportunities to facilitate growth and sustainability among our staff. Our strategies include offering professional development stipends for external sessions, conducting weekly data meetings, and facilitating co-planning sessions. These initiatives ensure that our team members have access to a wealth of resources and opportunities to enhance their skills and expertise. Through these avenues, we are dedicated to retaining our top-tier staff and fostering an environment where they can continuously grow, thrive, and contribute to the success of our educational community.

COACHING AND DEVELOPMENT

Our coaching and development strategies are designed to develop our staff and help them reach their full potential. Weekly observations are a cornerstone of our coaching approach. Through ongoing feedback and guidance, we provide our staff with the tools to continually enhance their teaching skills and achieve their professional growth objectives. Our Professional Learning Communities (PLCs) are tailored to the unique experience and growth goals of each staff member. These collaborative forums foster knowledge sharing and skill development, creating a supportive environment for professional growth. To ensure that our staff stays up-to-date with the latest educational practices and resources, we offer a stipend for attending external professional development sessions. This investment in their growth benefits not only our educators but also all learners. Collaboration is key to our success, which is why we host weekly co-planning meetings and data meetings. These gatherings enable our staff to work together, refine their teaching strategies, and continuously improve student outcomes. We leverage the Texas Teacher Evaluation and Support System (T-TESS) to monitor student success and track progress toward academic goals.

Our commitment to teacher development is underpinned by a comprehensive rapid coaching cycle, designed to facilitate professional growth and improve classroom practices. It all begins with a thorough assessment and needs analysis, where we identify the specific requirements and objectives of individual teachers or groups via BOY TTESS observation. To guide our teachers on this journey, we will select experienced instructional coaches known for their effective teaching practices and adeptness in providing constructive feedback (See Attachment L3). Together, teachers and coaches collaboratively set clear and measurable professional growth goals. These goals are carefully aligned with TTESS and the school's vision to eliminate educational gaps in a joyful learning environment.

Data is at the heart of our coaching process. We rely on various data sources, such as classroom observations, student achievement metrics, and teacher self-assessments, to inform our coaching sessions. The initial meeting between each teacher and their assigned coach is pivotal. During this session, we establish a coaching plan, clarify expectations, and provide a clear overview of the coaching process. It's vital that our teachers fully understand how rapid cycle coaching can benefit their teaching practice. Throughout the year, our coaches conduct weekly classroom observations with a focus on the specific goals identified earlier. After each observation, immediate feedback is provided to teachers, emphasizing their strengths and areas for improvement. Together, teachers and coaches collaborate to devise actionable strategies that are research-backed and tailored to the teacher's unique needs.

The implementation of these strategies becomes a pivotal phase, with teachers actively applying them in their classrooms. Reflection on the implementation process and its impact on student learning is actively encouraged and discussed during the weekly joint planning sessions between the teacher and the coach. All in the spirit of ongoing support and collaboration for the benefit of the learners. Data collection and analysis remain continuous, allowing us to track progress relative to the established goals. When necessary, coaching strategies are adjusted based on this data-informed feedback. We're also strong advocates for peer learning and collaboration among our teaching staff; i.e the monthly Mentor Meetings. Teachers are encouraged to share successful strategies with their colleagues, fostering a culture of collective learning and growth.

Acknowledging achievements and growth is an integral part of our coaching philosophy. We believe in celebrating successes, recognizing the hard work and dedication of our educators. Thorough documentation of coaching sessions, goals, and progress is maintained, facilitating effective evaluation of our coaching program's impact.

Regular evaluations ensure its effectiveness, with adjustments made as necessary to enhance the support provided.

To ensure the sustainability of our coaching program, we've developed a plan that includes ongoing professional development for coaches, ensuring they stay current with best practices. Additionally, we've established a feedback loop where teachers can provide input on the coaching process, helping us refine and improve the program over time. In essence, our approach to teacher development is rooted in data, collaboration, and continuous improvement, ensuring that our educators receive the support and guidance they need to excel in their roles, benefiting our students and the entire school community.

RESPONSE TO ABSENCE/VACANCY

Our internal substitute structure is a well-organized system that ensures a seamless transition in case of staff absences while upholding the continuity of instruction. We have clear communication protocols in place, where staff are expected to notify leaders at least 2 hours in advance of an emergency absence and 3 days in advance of a planned absence, allowing us to arrange suitable coverage for the affected class. This internal substitute structure includes teacher assistants and leaders on a case by case basis and is primarily utilized for unplanned or emergency absences and vacancies.

For planned absences, we will establish contracts with reputable substitute agencies. We have budgeted \$10,000 (See Attachment F3). These partnerships are vital to maintaining a consistent substitute pool that is well-versed in our school's policies and procedures. By onboarding substitutes with knowledge of Infinite Minds' daily operations, we ensure minimal disruption to the student learning environment in the absence of a regular teacher.

In cases of mid-year vacancies, we invest in the growth of our staff by maintaining an internal pipeline of teacher aides who have the potential to transition into lead teaching roles. This not only supports the career development of our team members but also provides us with a reliable source of talent from within our dedicated staff when the need arises. Our comprehensive approach to staff management ensures that we can provide a consistent and high-quality educational experience for all learners, regardless of unforeseen circumstances.

Furthermore, we leverage partnerships with local educational institutions, including the University of Texas at Arlington, Tarrant County College, Texas Christian University, Southern Methodist University, Prairie View College, and Texas Southern University. As reflected in the Attachment F1 Start-Up Plan, the Superintendent will solidify these partnerships by Feb of Year 0 to efficiently identify and recruit suitable candidates to fill teaching positions. Through these comprehensive strategies, we are committed to ensuring that our school remains fully staffed with motivated, skilled, and dedicated professionals who can provide an exceptional educational experience for our learners.

PEIMS [PUBLIC EDUCATION INFORMATION MANAGEMENT SYSTEM]

Identify the position(s) that will facilitate all duties associated with PEIMS data collection and reporting, including: salary, formal PEIMS coordinator position (or not), and training that will be offered prior to Year 1.

The Registrar at Infinite Minds is our dedicated PEIMS (Public Education Information Management System) specialist, possessing a unique set of qualifications and responsibilities that are crucial to our school's success. \$50,000 budgeted for the salary, \$45,000 for PEIMS specific duties and \$5,000 stipend for additional support provided to the admin office.

The PEIMS (Public Education Information Management System) Coordinator is responsible for managing and overseeing the collection, accuracy, and reporting of educational data for a school or educational institution. This role plays a vital part in ensuring compliance with state and federal reporting requirements and supports data-driven decision-making within the organization. The necessary qualifications include; 1) Bachelor's degree in education, information technology, or a related field, 2) Knowledge of PEIMS guidelines, reporting requirements,

TALENT MANAGEMENT AND DEVELOPMENT

and data standards, 3) previous experience in data management or educational data reporting is preferred, 4) strong attention to detail and data accuracy, 5) proficiency in data management software and database systems and 6) Excellent communication and interpersonal skills.

Training necessary for efficiency within the role requires—1) on-the-job training in PEIMS data collection and reporting procedures 2) ongoing professional development to stay informed about changing PEIMS guidelines and best practices in educational data management 3) training in data security and privacy to ensure compliance with relevant laws and regulations and 4) regular collaboration and information sharing with other PEIMS coordinators and educational institutions to share insights and best practices.

Our Registrar will be tech-savvy, well-versed in the intricacies of PEIMS compliance timelines, detail-oriented, and has a proven track record of exceptional organizational skills. This individual is not just passionate about their role but deeply committed to the direct impact it has on learner outcomes. Our Registrar will be a pivotal member of our team and will be hired in January of Year 0 to play a critical role in supporting the enrollment process. The enrollment process requires that registration documents are filled completely and accurately with required/ necessary documentation. The Registrar will complete annual and ongoing comprehensive training on the selected PEIMS database and leverage their expertise to prepare training materials for our teaching staff.

To efficiently manage and organize PEIMS documents, our Registrar utilizes a platforms such as Powerschool. We will source a comprehensive database that can house PEIMS data that can be shared with appropriate stakeholders. In Year 0, the Registrar will participate in the annual and ongoing PEIMS training provided by Region 11 education service center for state compliance setting the foundation for smooth and accurate data management throughout our school's operations.

INSTRUCTIONAL LEADERSHIP TEAM

Identify the proposed roles and responsibilities of the school's instructional leadership team beyond the superintendent. Identify the areas each role will oversee or facilitate and all applicable qualifications. See [Attachment L3 Leadership Team Résumés](#).

ROLE/POSITION	AREA OF OVERSIGHT AND RESPONSIBILITIES	QUALIFICATION REQUIREMENTS
PRINCIPAL [DUAL ROLE AS SUPERINTENDENT IN YEAR 1-2]	Coach/Evaluator of Dean, SpEd Lead, Bilingual Coordinator, Co-curricular teachers. Co-facilitate teacher planning and data meetings, student/ staff handbook, PTA, unpack feedback, and overall data informed decision-maker. The Principal serves as the educational leader and administrative head of a school, responsible for overseeing its daily operations, managing staff, and ensuring that the school functions effectively in accordance with educational standards and policies. Additionally, the Principal plays a crucial role in creating a positive learning environment, setting the school's vision and goals, and fostering relationships with learners, staff, parents/caregivers, and the wider community.	Bachelor's degree required, master's degree preferred, along with 5-7 years of teaching experience and/or teacher leading experience with a track record of results leading school(s) to academic and operational success.

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ROLE/POSITION	AREA OF OVERSIGHT AND RESPONSIBILITIES	QUALIFICATION REQUIREMENTS
DEAN	Coaching teachers, managing discipline/celebration system, substitutes/absences. The Dean supports the Principal in overseeing the day-to-day operations of a school, helping to manage staff, student discipline, and various administrative tasks. Curriculum review and evaluation, teacher evaluations, and student activities, contributing to the overall leadership and smooth functioning of the school.	Bachelor's degree required. Master's Degree preferred. 3-5 years previous experience teaching and leading in schools.
SPED LEAD	Ensure SpEd compliance via timeliness, prep, and facilitation of ARD meetings, SpEd accommodations distribution, ensure all IEP paperwork up-to-date, and facilitate SpEd training for teachers. Collaborating with teachers, parents/caregivers, and administrators to create an inclusive and supportive learning environment for students with special needs.	Bachelor's degree required. SpEd Certification and 2-3 years SpEd teaching experience
BILINGUAL COORDINATOR	Ensure EB compliance via timeliness of LPAC meetings, Bilingual/ESL program implementation, EB paperwork up-to-date, and EB teacher training. The Emergent Bilingual Program Coordinator is responsible for overseeing ESL and bilingual education programs, ensuring legal compliance, and providing support to teachers and students in the program. They aim to foster an inclusive educational environment that facilitates language development and academic success for emergent bilingual students.	Bachelor's degree required. Bilingual certification, 2-3 years teaching experience
SOCIAL WORKER	Community partnerships/engagement, compile student, parent, and staff resources/ services, promote and plan engagement events. The school social worker plays a critical role in addressing students' social and behavioral needs by providing counseling resources, crisis intervention strategies, and support services. They collaborate with educators, parents, and community resources to create a positive and conducive learning environment that promotes students' well-being and academic success.	Bachelor's degree required. Masters in Social Work (MSW), state licensure or certification, and relevant experience in social work, counseling, or a related field
COUNSELOR [YEAR 3]	The school counselor is responsible for helping students navigate academic, behavior, and personal challenges by providing counseling, guidance, and support. They assist students in setting educational and career goals, address personal issues, and promote overall well-being to enhance learner academic success and personal development.	Bachelor's degree required, master's degree in school counseling or a related field, state licensure or certification, and strong communication and interpersonal skills.

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EVALUATION OF LEADERSHIP [NON-SUPERINTENDENT]

Explain how leadership will be evaluated. Include the frequency, evaluation tool to be used, evaluators, and desired or expected outcomes. See [Attachment L4 Leadership Team Evaluation Tool](#).

At Infinite Minds, we place great importance on the evaluation and development of our instructional leaders,

TALENT MANAGEMENT AND DEVELOPMENT

recognizing their pivotal role in the success of our school community. To achieve this, we employ the TEA-approved Texas Principal Evaluation and Support System (TPESS) tool as the foundation for all leader evaluations.

The evaluation process is conducted annually to provide our instructional leaders with regular feedback and opportunities for growth. The evaluation process—by the Principal for Dean, Bilingual Coordinator, and Social Worker—under TPESS involves regular observations and assessments and formal observations will occur 3 times a year at BOY, MOY, and EOY. Progress measures between the scheduled TPESS evaluations will occur during the observations and monitoring teacher data meetings leveraging congruent language and metrics. These observations provide feedback on a leader's strengths and areas for improvement, aligned to our culture of continuous growth and development. This frequency ensures that our leaders' performance aligns with our school's vision and goals, fostering an environment of continuous improvement. Our desired outcomes are multifaceted: we aim for 80% of leaders at Proficient or above, leaders who are committed to professional growth, a dedication to nurturing a positive school culture, and an unwavering focus on student success.

With the implementation of the TPESS tool, streamlined assessment and support of the instructional leadership team, a focus on enhancing lead team performance, and ultimately improving student achievement. Through the T-P ESS evaluation process, each leader will receive constructive feedback on their leadership skills, strengths, and areas needing improvement. This feedback, in turn, helps drive improved performance and creates a more positive learning environment for students. Additionally, with the T-P ESS we will identify specific areas where leaders may require additional support or professional development, allowing for personalized growth plans tailored to individual needs. This comprehensive evaluation system upholds accountability for performance, supports school improvement efforts, and aims to enhance overall leadership skills at Infinite Minds.

The Texas Principal Evaluation and Support System (TPESS) plays a central role in our evaluation framework, aligning perfectly with the core priorities at Infinite Minds that underpin our path of success to create an environment of growth, sustainability, and fulfillment. These priorities are quantified in observable measures, including instructional leadership, human capital development, executive leadership, school culture cultivation, and strategic operations management, representing the bedrock of a solid monitoring system.

At the heart of this evaluation process is the Principal, who serves not only as the evaluator but also as a coach to all instructional leaders. Through TPESS, the Principal guides and assesses the instructional leaders' performance in line with these priorities, ensuring that their actions and decisions are synchronized with our overarching mission and vision. This approach not only provides a comprehensive evaluation but also acts as a catalyst for professional development, ultimately driving our school towards excellence.

PROFESSIONAL DEVELOPMENT SCHEDULE [YEAR ZERO]

Budgeted Amount: \$25,000

Using the chart below, provide a tentative schedule for professional development that will take place prior to the school opening. Identify content to be included during this induction period and how teachers will be trained to deliver any unique aspects of the educational program.

TIMEFRAME	CONTENT FOCUS	DELIVERY DESIGN	PROVIDER
Partial Day	Special Education; Accommodation Fair, Understanding an IEP, Accommodations in the classroom and schedule of support	INTERACTIVE	SPED LEAD
Whole Day	ELA: Curriculum Review and EOY goals, progress measures; HMH	INTERACTIVE	DEAN

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TIMEFRAME	CONTENT FOCUS	DELIVERY DESIGN	PROVIDER
Whole Day	Math: Curriculum Review and EOY goals, progress measures; Eureka Math TEKS Edition	INTERACTIVE	DEAN
Whole Day	Humanities/Science: Curriculum Review and EOY goals, progress measures, Studies Weekly	INTERACTIVE	DEAN
Partial Day	Genius Hour, Service Learning	WORKSHOP	PRINCIPAL
Whole Day	Culture: Acknowledgement System of Celebrations/ Discipline, Student Handbook	WORKSHOP	ENTIRE LEAD TEAM
Partial Day	STAFF HANDBOOK	INTERACTIVE	ENTIRE LEAD TEAM
Partial Day	EMERGENT BILINGUAL PROGRAM	WORKSHOP	BILINGUAL COORDINATOR
Partial Day	OPERATIONS: SAFETY/ DRILLS	INTERACTIVE	PRINCIPAL
Partial Day	Operations: Student schedule, teacher schedule, academic calendar, PD calendar	WORKSHOP	PRINCIPAL + DEAN
Partial Day	PARENT COMMUNICATION	VIRTUAL	
Partial Day	CARLINE SYSTEM AND REHEARSAL	INTERACTIVE	PRINCIPAL
Partial Day	OPERATIONS: SUBS/ABSENCES	VIRTUAL	
Whole Day	TEAMBUILDING	INTERACTIVE	ENTIRE LEAD TEAM

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Discuss how and when teachers will be compensated for their time during the induction period.

We have allocated \$25,000 of the CSP Planning funds for Year 0 for the specific effort of compensating the teaching staff and external facilitators of PD sessions. Each teacher/teacher assistant (20) will receive a stipend of \$1000. \$5000 is allocated for external facilitators and materials. Summer professional development will take place throughout the month of July. In August, they will receive their stipend for the summer professional development time. In Year 0, we will utilize CSP funds to cover these initial costs, while in subsequent years, we will allocate the necessary funds within our annual operating budget. This practice is crucial in setting a positive tone for each school year, ensuring a smooth and seamless start. When educators are well-informed, prepared, and confident, they can welcome new learners with enthusiasm and calm. This preparation helps alleviate stressors, fostering an exciting beginning to each academic year.

PROFESSIONAL DEVELOPMENT SCHEDULE [FOLLOWING YEAR ZERO]

Discuss how the annual academic calendar includes days for school-based professional development activities that align with the assessment calendar and allow for data-driven reflection, including protected time built into the master schedule for teachers to meet frequently and regularly for in-depth conversations about formative and interim student data in order to meet the needs of both struggling learners and learners needing acceleration.

At Infinite Minds, we recognize the pivotal role that professional development (PD) plays in the continuous growth and success of our educators and, by extension, all learners. Our PD plan is designed to be comprehensive, providing support before, during, and after the school year.

PRE-START PROFESSIONAL DEVELOPMENT (10 DAYS)

Prior to the start of the school year, our educators will engage in an intensive 10-day PD program. This program is crafted to encompass three vital phases: exploration, application, and reflection. It's structured in a manner that mirrors the "I do, we do, you do" cadence, progressively placing educators in various roles – from learners and active participants to leaders of the practices they'll employ in the classroom. This iterative process fosters dialogue, rehearsal, and confidence building, mitigating potential challenges before the school year commences.

IN-SESSION PROFESSIONAL DEVELOPMENT (18 DAYS)

During the academic year, we allocate 18 PD days after school during the week. Included in their contractual agreement, scheduled in advance, and communicated via the calendar see Attachment OP3 for the annual calendar with designated Professional Development Days in yellow. These sessions are broken down into 2 categories; Mentor & staff meeting and Training. MENTOR MEETINGS & STAFF MEETINGS are essential for providing novice teachers with the support they need to navigate the challenges of their initial years in education. Mentorship not only imparts wisdom but also fosters a sense of belonging within our community. Additionally, there is allocated time for whole campus data review, announcements/ reminders, and celebrations. CONTINUOUS IMPROVEMENT TRAINING cover a wide range of topics, including Special Education (SpEd), Emergent Bilingual/ESL programming (EB) instruction, data driven instruction, test preparation strategies, and culture refreshers. By offering such diverse training opportunities, we empower our educators to continually enhance their skills and adapt to evolving teaching methodologies.

DEDICATED PLANNING AND COLLABORATION TIME

We understand the importance of effective planning and collaboration in delivering quality education. Therefore, our master schedule ensures that all teaching staff have a daily planning period of 45 minutes. By hosting dedicated planning sessions on a daily basis and conducting weekly data reviews, we enhance our ability to make timely and effective adjustments. Within that time frame once a week, this time is devoted to the focused review of student data and co-planning rehearsal that includes the grade level team. This approach enables educators to fine-tune their teaching strategies, address individual student needs, and collaborate with colleagues to maximize student success.

Sample Agenda for 45-Minute Data Meeting:

1. Welcome and Overview (5 minutes Leader Led)
 - Greet attendees
 - Provide a quick overview of the meeting's objectives and agenda.
2. Review of Previous Meeting Action Items Impact to student success (5 minutes Teacher Led)
3. Data Presentation (10 minutes Teacher Led)
 - Present the latest data related to key performance indicators, academic progress, and other relevant metrics.
 - Use data dashboard and student work samples to help convey the information clearly.
4. Data Analysis and Discussion (15 minutes Teacher Led, Leader Probing)
 - Engage in a discussion about the presented data.
 - Identify trends, successes, challenges, or areas that need improvement.
5. Action Planning (10 minutes Leader Led)
 - Determine specific action steps or strategies based on the data analysis.
 - Assign responsibilities and set deadlines for implementing these actions.
6. Wrap-Up and Next Steps (5 minutes)
 - Summarize key takeaways from the meeting.
 - Outline the next steps and expectations for follow-up actions.

It's essential to maintain a focused and efficient pace throughout the meeting to ensure that all agenda items are addressed within the allocated time frame.

Our PD plan at Infinite Minds is to ensure that educators receive the support, training, and planning time necessary to excel in their roles and provide an exceptional educational experience for all learners.

STAFF CLIMATE SURVEY

Discuss the school's plan for conducting staff climate surveys and how the data will be used to monitor morale and improvement as needed.

Infinite Minds will be conducting a staff climate survey to create a proactive and responsive approach to staff climate and continuous improvement, ensuring a positive, supportive and growing working environment for all team members. We will seek and select an externally developed survey such as Gallup12 that is research based, requires less than 15 mins to complete, is user friendly, accessible in multiple languages, and the results are comprehensive to highlight trends for use by the Principal to evaluate employee engagement and satisfaction.

The climate survey will be conducted twice a year, specifically at the Beginning of the Year (BOY) and End of the Year (EOY). Surveys will cover key aspects of the staff experience, including instruction, culture, and operations, with a focus on growth, sustainability, and fulfillment. The Beginning-of-Year (BOY) survey will evaluate the effectiveness and relevance of the pre-school-year professional development and assess BOY operational efficiency. The End-of-Year (EOY) survey will gauge staff's overall satisfaction, inform the summer strategic planning process, and provide insights into the scaffolding of professional development for the upcoming year's in-service training.

Types of questions to be assessed:

- 1)I have the materials and equipment I need to do my work right.
- 2)In the last seven days, I have received recognition or praise for doing good work.
- 3)My supervisor, or someone at work, seems to care about me as a person.
- 4)There is someone at work who encourages my development.
- 5)At work, my opinions seem to count.
- 6)The mission or purpose of my organization makes me feel my job is important.
- 7)In the last six months, someone at work has talked to me about my progress.
- 8)This last year, I have had opportunities at work to learn and grow.

The Principal will be responsible for aggregating and analyzing the survey responses and feedback session outcomes. The Principal will report the survey results and proposed next steps to the Board of Directors for review and feedback before rolling out any initiatives to the staff. Based on survey results and feedback session outcomes, develop actionable improvement plans and strategies that address identified areas of concern or opportunities for enhancement. Share the improvement plans and strategies with staff via newsletter or professional development, whichever comes first, ensuring transparency and soliciting input for fine-tuning and effective implementation.

The EOY survey will serve as a comprehensive evaluation tool to assess the impact of any implemented changes and gather feedback on the overall staff climate at the end of the academic year. The results of the EOY survey will inform the development or adjustment of the school's strategic plan, aligning it with the feedback and needs identified by the staff. Establish a continuous improvement loop, where feedback from staff climate surveys, progress monitoring, and action plans informs subsequent survey content and improvement strategies. By following this comprehensive plan, we aim to proactively address staff climate, ensure staff well-being, and create a positive, supportive, and collaborative working environment at Infinite Minds.

TEACHER SUPPORT AND EVALUATION

[CLICK HERE TO VIEW RELATED TERMINOLOGY, RESOURCES, AND EVALUATION CRITERIA](#)

TEACHER SUPPORT

Explain how teachers will be supported and developed each school year including mentoring, observations, and feedback. Also address any specific supports for novice teachers.

We understand that the growth and development of our teaching staff are paramount to the success of all

learners. Therefore, we have devised a plan to ensure that teachers at all levels receive the evaluation, coaching, and support they need to excel in their roles. Teachers will experience coaching by way of weekly in class observations both formally and informally, daily dedicated planning time which includes a weekly session with their coach to rehearse lessons and discuss data, and bi-monthly professional development with the entire staff to support their continuous improvement.

Professional development for Year 0 begins in late July and spans over ten days. This intensive training covers instructional, cultural, and operational systems within the campus. We adopt a "I do, we do, you do" approach, immersing educators in a learner/listener role, active participant role, and finally, the role of leading practices. This cyclic process fosters dynamic dialogue and rehearsal, building confidence and muscle memory before the school year commences. The aim is to preemptively address potential challenges before the beginning of the school year, ensuring a smooth start.

Furthermore, teachers engage in ongoing professional development, weekly co-planning meetings with their coach, weekly observations by their coach, and monthly professional development sessions. This continuous support structure fosters a culture of growth, accountability, and mutual support within our school community. Teacher coaching is diligently managed by key personnel, including the Principal, Dean, and Bilingual Coordinator, ensuring that every teacher receives the necessary guidance to thrive and achieve their goals.

For novice teachers, we will implement a mentorship program where novice teachers are paired with experienced teachers, providing them with guidance, support, and a sense of belonging as they navigate the early stages of their careers. This initiative not only assists novice educators in their growth but also enables veteran teachers to share their wisdom and best practices. Teacher mentorship assignments will be made once all hiring is completed. Regular school-wide meetings, held bi-monthly after school hours, are divided into two segments—one dedicated to the professional development schedule and the other to mentor meetings and staff meetings.

To ensure comprehensive support, the Principal takes on the role of managing and coaching the Dean, Bilingual Coordinator, SpEd staff, and Social Worker. The Dean oversees the coaching of General Education teachers and their aides, while the Bilingual Coordinator focuses on coaching bilingual teachers and their aides. Critical systems are collaboratively led by the designated leadership team, ensuring that our educators receive the guidance and support they need to excel in their roles and provide the best possible education to all learners.

TEACHER EVALUATIONS

Provide the title of the evaluation tool, if identified:

TTESS

Explain how teachers will be evaluated. Include the frequency, evaluation tool to be used, evaluators, and desired or expected outcomes. See [Attachment OP2 Teacher Evaluation Tool](#).

The Texas Teacher Evaluation and Support System (TTESS) is a comprehensive tool we will use at Infinite Minds to formally evaluate all teaching staff. This evaluation system is integral to our commitment to delivering an educational experience that the environment aligns with our mission and vision. TTESS is designed to encompass the nuanced nature of teaching (TEA, 2021). It takes into account not only the actions and methods of the teachers but also the impact of their teaching on students. This approach to evaluation aims to provide a complete picture of a teacher's performance, acknowledging that effective teaching goes beyond just delivering lessons. It looks at how teachers engage with their students, create a positive classroom culture, and foster an environment conducive to learning and growth.

Our teacher growth and development are systematically tracked using the Texas Teacher Evaluation and Support

System (TTESS) tool, combined with progress monitoring through observations and learner data. We hold a high standard for growth, with all teachers expected to progress from "Needs Improvement" to "Developing," "Proficient," and ultimately, "Accomplished." Those designated as "Accomplished" are identified as potential leaders and are given opportunities for leadership and lead responsibilities as mentors/grade level leads, aligning with our commitment to continuous development.

The evaluation process under TTESS involves regular observations and assessments and formal observations will occur 3 times a year at BOY, MOY, and EOY. Progress measures between the scheduled TTESS evaluations will occur during the weekly informal classroom observations leveraging congruent language and metrics. These observations provide feedback on a teacher's strengths and areas for improvement, aligned to our culture of continuous growth and development. Desired outcome: 80% of teachers are Proficient or Above by EOY.

TTESS aligns seamlessly with Infinite Minds' talent goal to retain and support high-quality educators. By regularly assessing teachers' performance and providing constructive feedback, we aim to support their ongoing professional growth. This helps teachers refine their instructional techniques, classroom management skills, and overall teaching effectiveness. Additionally, TTESS emphasizes the impact of teaching on student learning outcomes. By evaluating teachers in a way that is all encompassing, we ensure that their teaching methods and practices contribute positively to student success. Ultimately, this leads to improved academic performance and personal development for our learners. The desired outcome for using TTESS, we ensure that the actions and behaviors of our teaching staff align with the values and principles of Infinite Minds. This alignment creates a congruent work environment where teachers serve as positive role models for the learners at Infinite Minds, reinforcing the values of a high-quality education.

Principal will evaluate the instructional leadership team; Dean, SpEd Lead and team, Bilingual Coordinator . The Dean will evaluate the general education teachers. The Bilingual Coordinator will evaluate the Bilingual/ ESL teachers. In summary, TTESS is a valuable tool that enables us to assess and support our teaching staff effectively. By focusing on teaching practices and student outcomes, we aim to foster an environment where both educators and learners thrive, working together to achieve academic excellence and personal growth.

TEACHER GROWTH

Discuss the school's plan for supporting teachers in need of performance growth.

Supporting and ensuring the performance of our teaching staff is a critical aspect of our commitment to educational excellence at Infinite Minds. We have a structured plan in place to address various scenarios and provide support to teachers at all levels of experience.

Ongoing Support for All Teachers:

All teachers, whether novice or veteran, receive proactive support and feedback throughout the school year. We have a multi-layered support system in place to ensure continuous growth and improvement (mentor program, co-planning & rehearsals, weekly in-class observations, and ongoing training). If a teacher shows minimal to no growth with student progress measures, this will be addressed transparently and candidly. A plan will be co-created to facilitate improvement and revisited every 9 weeks. However, if teaching effectiveness is deemed inadequate for student progress, alternative placement options will be explored and suggested. Dean or Bilingual Coordinator as coaches have the responsibility to place a teacher or leader on an improvement plan if necessary. To ensure fairness and innovation in the improvement process, T-TESS evaluations and informal documentation in writing will be compiled and shared with the Superintendent/Principal for review. The final decision regarding the termination of a teacher's employment rests with the Superintendent/Principal. This decision is made after a thorough review of the teacher's performance, taking into account all relevant factors.

Needs Improvement/ Developing at BOY TTESS:

Fostering an adult culture of accountability, belonging, and growth requires us to intentionally support teachers of all performance levels with intentionality. Our talent retention strategies press us to provide pointed feedback with bite-sized action items to make the greatest impact to student success. TTESS is a tool to facilitate evaluator and educator collaboration not as a system of harsh criticism. To this end, teachers designated as "Needs Improvement" at the middle of the school year (MOY TTESS) or slow to inadequate student progress gains during data meetings, will be regarded as high-priority for support from their coach. To this end, the evaluator/coach will calendar multiple visits to this classroom. The teacher and coach will co-create the scheduled observation time to preserve trust and belonging. The high-prioritization will continue for six weeks to provide crucial feedback and support. Learners cannot afford lost time. Consequently, one such action that will be utilized is the coach as the teacher to model the exemplar at the teacher's point of error, then scaffolding to co-teaching, and then finally full release to assess grasp of the guidance. This process embodies our "I do, we do, you do" value to implement support in real-time for the progress of learners. If improvement is not consistently demonstrated within this formal performance improvement plan for 6 weeks additional action must be taken. If the teacher does not show growth according to the formal improvement plan, a shift in placement will be considered. This might involve considering non-instructional lead roles or operational roles that align with the staff member's skills and passion. If no suitable alternative placement is found, the staff member may be released from their duties.

Violation of Code of Conduct:

If there is ever an instance where a staff member's interaction violates our staff code of conduct, especially as it relates to the safety and well-being of colleagues or learners, an improvement plan may be bypassed, and the staff member may be immediately released from their duties. In such cases, the Superintendent will consult with the board to ensure due diligence and compliance with our commitment to safety and ethical standards while the employee is on leave.

This plan reflects our dedication to supporting our teaching staff while maintaining a high standard of educational quality and safety within our learning community.

COMMUNITY ENGAGEMENT AND STUDENT RECRUITMENT

[CLICK HERE TO VIEW RELATED TERMINOLOGY, RESOURCES, AND EVALUATION CRITERIA](#)

PUBLIC MEETING

See [Attachment E3 Public Meeting Notice](#).

COMMUNITY ENGAGEMENT

Charter School Program Start-Up Grant - 20 U.S. Code §7221b(f)(1)(C)(i)(IV)

Describe how the board and applicant team have assessed and built parent and community demand for the proposed school. Discuss specific outreach strategies that were used. See [Attachment E5 Evidence of Community Support](#).

Given community is a key component of our model, the Superintendent and Board has dedicated much time to engaging the local community of parent/caregivers, educators, and community members to assess and build demand for Infinite Minds. Our strategy involved intentional engagement of 300 parents and community members over the course of several months, which included multiple levels of interaction; 50 1:1 parent/caregiver and educator conversations, participation in 10 community events with 20-100 participants each, and over 60 community survey participants from the 5 events hosted by Infinite Minds' applicant team that garnered multiple letters of support (See Evidence of Community Support).

NOV-APRIL: We began our outreach by conducting one-on-one conversations with parents and educators. These conversations delved into the state of education, providing a platform for individuals to share their perspectives, concerns, and experiences. Through these extensive engagements conducted in the fall of 2022 and winter of 2023, several critical themes emerged. Parents expressed a recurring dilemma in selecting schools for their children. They felt compelled to choose between institutions that offered overall safety, and those that could meet their child's academic needs. Educators, too, voiced their experiences, highlighting unsustainable work environments and a lack of autonomy. This was often attributed to curricula that proved ineffective to meet the needs of all students. We aim to build a learning environment rooted in high-quality instructional materials that will meet the nuanced needs of all learners.

Concrete measures were taken to put these priorities into practice. We have meticulously designed a daily student schedule that will emphasize our commitment to student wellness through parent/caregiver partnership in order to keep behavior disruptions or missed class time to a minimum. Our culture and discipline policy is built upon logical consequences for accountability and reconciliation principles to maintain the safety of our school environment. In response to the community's demand for challenging work, Infinite Minds has committed to personalized learning plans and data-informed decision making to be responsive to the unique learning needs of all learners. In an effort to recruit high-quality talent we selected HQIM that allows educators to focus on the internalizing and analyzing student work. This commitment also involves allocating planning time for collaboration and providing opportunities for both teachers and learners to exercise autonomy and express creativity. Additionally, the proposed superintendent conducted visits to excellent schools, seeking inspiration from innovative models that successfully blended safety and high academic outcomes. These research efforts played a pivotal role in shaping the blueprint for the Infinite Minds model.

MAY THROUGH OCTOBER, the proposed Superintendent and Board attended over 10 community engagement events, and hosted 5 community events; 2 summer pilots and 3 community meetings. We planned, advertised, and facilitated 2 summer pilots for the CULTIVATE UNIQUE BRILLIANCE and UNITED FOR EXCELLENCE components of the model. The goal of the summer pilot was to put into action, gauge impact of the experience, and reflect on the success of these programs. The 1st pilot was a community co-design event that was targeted for parents/caregivers as an opportunity for them to learn about the proposed school model and to share their ideal school model in connection to the UNITED FOR EXCELLENCE design element. The ideal school qualities identified by parents/caregivers via discussion and survey responses: 1) children feel safe, happy and confident 2) children are

challenged 3) teachers as coaches 4) multiple language opportunities. Of the top qualities Infinite Minds model embodies is safe, happy and confident children via the 3 M's and staffing, challenging work with HQIM and personalized learning plans and we will be intentional with talent development for teachers as coaches. During this dynamic discussion parents/caregivers identified that self-driven exploration was 1 of the most exciting components of the model and 80% of participants indicated they would enroll their children at Infinite Minds (see survey results in the evidence of support attachment) while the other 20% said maybe and 0% said No. Terms used to describe the experience: "excited", "inspiring", "informed".

Building on the positive reception of self-driven exploration as an idea, we launched our second event focused on the CULTIVATE UNIQUE BRILLIANCE design element for children to experience Genius Hour. This event meant for school aged children, advertised for 5-8 year olds, to match our opening grade levels, with 1 hour allocated to self-driven exploration and creativity. Our intention was to allow space for exploration, monitor level of engagement, and take note of skills necessary to manage multiple independent projects. The turnout was larger than expected with children ages 3-16. 100% of children and their parents/guardians were engaged with the activities that included: a motivational ice breaker, brain teasers, and hands-on projects. We concluded the event with student reflection on the challenges, triumphs, and the progress of their products. The product creation was as diverse as the group makeup. Some students experienced frustration with the limited direction and freedom but some probing and gentle redirection resulted in progress they each could be proud of.

100% of parents indicated that they would be open to exploring a school model that nurtures daily creativity based on this event. 100% of parents believe that schools should prioritize teaching and practicing skills related to managing emotions and building positive relationships. The reflections from the Genius Hour experience was that children of all ages have a desire to learn, explore, build, and create. Adults will often be pleasantly surprised with the cognitive connections that are unveiled when they are provided the space and prompting to facilitate such a process. The teacher/educator in the space must be individually attentive to all students during the Genius Hour to probe, challenge, and encourage based on the child's stage in the project. The Infinite Minds Learning Lab will require ample space, materials, and research resources to nurture the wealth of possibilities that students will create. Hence, the sizeable investment in the Learning Lab materials for the start-up expenses.

COMMUNITY SURVEY support has been vast; greater than 100 educators and parents excited about Infinite Minds coming to Arlington, TX based on those who have joined the listserv, completed the community feedback survey or provided letters of support. We explicitly asked participants: "Do you want new school options in Arlington, TX?" 100% of responders indicated Yes. "I want a personalized learning plan for my children?" 91% indicated they strongly agree or agree. "Hands on learning is important to me", 83% indicated strongly agree or agree. "Service learning projects are valuable to primary grade levels", 81.6% indicated strongly agree or agree. "Based on the information shared, I would enroll my children at Infinite Minds", 91.5% indicated Yes. See survey results attached.

Social media plays a pivotal role in Infinite Minds' community engagement efforts. It serves as a dynamic platform for marketing, creating visibility, and fostering transparency as the organization evolves in collaboration with the community's input. Various social media platforms, including personal and school pages on LinkedIn, Instagram (IG), and Facebook, as well as Eventbrite for advertisements, are actively utilized. These platforms enable Infinite Minds to reach thousands of individuals as they expand their team, locate a permanent facility, and build momentum for recruitment of staff and students.

In addition to social media, public notification of community meetings is a crucial element of the community engagement strategy. This notification is disseminated through multiple channels, including newspapers, email communications, social media blasts, and personal invitations. These notifications are provided at least 5 days in advance of any conducted gathering, ensuring that the community has ample time to participate and provide input, thus fostering transparency and inclusivity in the decision-making process. The summer pilot events, public meetings, and one-on-one meetings revealed an excitement, desire, and need for Infinite Minds, especially considering there are no current options with the instructional model we will offer. The combination of personalized learning plans, hands-on learning throughout the instruction, and trust based relationship tools for staff and students is as unique as the demographic make-up of the proposed community.

Infinite Minds' strategy for community engagement is a continuous process of robust strategies that include: 1-on-1 meetings, community event participation, facilitating events, and social media marketing.

Describe plans to support the ongoing use of effective parent, family, and community engagement and solicitation strategies to implement and operate the proposed charter school.

Community engagement stands as a fundamental pillar of the Infinite Minds educational model, recognizing that learning takes place not only within the classroom but also beyond its walls. To ensure ongoing and effective parent, family, and community engagement, we have developed a plan that prioritizes input from stakeholders throughout the operation of Infinite Minds.

Quarterly feedback discussions are at the heart of our continuous engagement strategy. These sessions serve as a platform to gather invaluable insights and perspectives from various stakeholders, including learners, parents/ caregivers, and staff. These feedback discussions are facilitated by the Principal as a town hall and the purpose is to provide an open forum to involve parents in decision-making processes, such as fundraising, school improvements, or curriculum enhancements.

To ensure the efficacy of these feedback sessions, we will employ Beginning-of-Year (BOY) and End-of-Year (EOY) surveys. These surveys are designed to capture the growth and development of our school community year over year. The surveys will serve as essential tools to inform adjustments and changes in our practices and offerings. The quarterly discussions will serve as a means to measure our progress in response to the BOY and EOY survey data. We are going to implement what parents/caregivers say they want and prioritize the highest leverage feedback and ensure we have a strong plan to implement that and include staff in the process.

Change management communication and implementation will be overseen by the Principal and the dean, who will also be responsible for maintaining accountability. The data collected during these discussions will be collaboratively collected and synthesized by the Principal, Dean, and our Social Worker. We firmly believe that parent/caregiver engagement is a shared responsibility among all educators within our community. In addition to our feedback mechanisms, our monthly events will provide us with quantitative data regarding interest, access, and marketing effectiveness. These events will not only serve as opportunities for learning but also as avenues for continuous interaction with our community. Furthermore, we are committed to integrating service learning into our educational approach. Each year, we aim to complete four service projects that actively involve our students and staff within the wider community. These projects will not only enhance visibility but also foster collaboration and instill a sense of pride in our community. Importantly, they will translate our learning into action and contribute positively to the local landscape.

Our commitment to community engagement is also demonstrated by our willingness to accept project proposals from community members, addressing specific challenges or needs within our school's community. We envision that as awareness and investment in Infinite Minds grow over the initial year, momentum will build, leading to an increase in proposed service learning projects initiated by both families and the broader community. These projects will serve as a measurable indicator of community perspective and engagement with our school.

STUDENT RECRUITMENT PLAN [YEAR 1]

Outline the plan for student recruitment and marketing efforts. Specifically, note any outreach to low-income families, English learners, students with disabilities, or other groups at risk of academic under-achievement or attainment.

MONTH YEAR	TASK	TARGET STUDENT GROUP (if any)	ESTIMATED EXPENSE
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MONTH YEAR	TASK	TARGET STUDENT GROUP (if any)	ESTIMATED EXPENSE
SEPT 2024	Social Media Campaign- Biweekly updates online with videos of school model, proposed location and intent to apply (Recruitment) Responsible; Superintendent		\$4000
SEPT 2024	Neighborhood Canvassing- Door to Door marketing for students in 76010 low income neighborhoods (Recruitment) Responsible: Superintendent + Board	ECONOMICALLY DISADVANTAGED	\$2000
OCT 2024	Vendor at Community Events- Participate as vendor at holiday events such as hispanic heritage month, halloween, christmas, MLK, and spring break events with activities and build contact list (Recruitment, Applications) Responsible: Superintendent (+ Lead Team January - June		\$2000
NOV 2024	Town Halls/ Info Sessions- At Early Childhood development centers, headstart, or daycares in low income neighborhoods of 76010 (Recruitment, Applications) Responsible: Superintendent + Board	ECONOMICALLY DISADVANTAGED EMERGENT BILINGUAL	\$1500
FEB 2025	Phone Banking- Telethon for outreach to contact list and secure applications (Recruitment, Applications, Lottery) Responsible: Contracted service		\$1000
JAN 2025	Town Halls/ Info Sessions- In person and virtual meetings to highlight team intros with Latino Chamber of Commerce Meetings, Latino Advisory Council, Hispanic Neighborhood Association, details about lottery and enrollment requirements (Recruitment, Application, Enrollment Packets) Responsible: Campus leadership team	EMERGENT BILINGUAL	\$3000
JAN 2025	Town Halls/ Info Sessions- In person and virtual meetings to highlight team intros, details about lottery and enrollment requirements (Recruitment, Application, Enrollment Packets) Responsible: Campus leadership team		\$3000
MAY 2025	Monthly Newsletter (Recruitment, Retention) Responsible: Dean + Bilingual Coordinator		\$0
MAR 2025	ENROLLMENT PACKET SUPPORT	ECONOMICALLY DISADVANTAGED EMERGENT BILINGUAL SPED	\$1500
MAR 2025	CONTINGENCY PLANS IF OFF TRACK		\$2700

Click to add a row to the table above.

Click to remove a row from the table above.

ADMISSION AND ENROLLMENT PERIOD

See [Attachment OP4 Admission and Enrollment Policy](#).

Tentative Application Window Begins/Ends: **NOV 1, 2024 - MAR 28, 2025**

Lottery Date: **MARCH 29, 2025**

Provide a plan to keep the proposed school on track towards admission and enrollment goals. If needed, what steps would be taken to realign progress with the goals?

The process to enrollment consists of four phases: 1) Marketing: This initial phase focuses on creating awareness within the community about the school's model, location, and brand. Marketing efforts leverage the online community, generate word-of-mouth referrals, and intentional visibility within the local community. 2) Recruitment: Once the school's application becomes live November 1, 2024, families can submit their applications for selection in the enrollment lottery. While the Texas Education Agency (TEA) has standardized the application process, the specific platform for submission may vary among charters. Infinite Minds will secure user-friendly software such as SchoolMint that allows for complete translation of the application, ensuring accessibility on both mobile devices and desktop computers. The software will also streamline back-office operations, facilitating efficient data management, communication, and utilization by the founding team for live and daily updates for tracking progress. 3) Registration: Following the online lottery, parents/guardians/parents/caregivers of future Infinite Minds' students receive communication to officially enroll into Infinite Minds. To progress from offer to enrollment, families must submit official paperwork, including proof of address, emergency contact information, and government-issued identification. 4) Enrollment: The final step in the process occurs when a parent/guardian/caregiver submits the required registration paperwork. Enrollment is recorded, and attendance is reported to the state through PEIMS (Public Education Information Management System) reporting, officially designating the student as enrolled. These four phases of the enrollment process progress sequentially and continue throughout the school year.

Our evaluation process for the recruitment plan is structured around weekly progress reports that serve as distinct indicators of the effectiveness of various strategies. If Infinite Minds is not on track to meet recruitment goals of 25 applications per week, the Board will evaluate if there are other opportunities to help strengthen Ms. King's outreach efforts. In March, the Board will track readiness for the lottery, this is measured based on our ratio of applications to enrollment targets with a goal of 2:1 for each grade level. The lottery will be run via the student recruitment management system. After the lottery, the Superintendent, Year 0 team, and the Board will shift to monitoring enrollment packets. The enrollment packet will be accessible online to gather all the necessary student information. From there, the Superintendent, Dean, Bilingual Coordinator, Sped Lead, and Registrar will follow up with all families who received a seat via the lottery to ensure they are on-track to complete the enrollment packet. Given that some families will need additional support, there will be targeted sessions in-person to support the completion of the enrollment packets. The Board will monitor the number of enrollment packets completed monthly. Our goal is to have 17 completed enrollment packets per month from April through June- so that the school is fully enrolled by June.

Once all families are enrolled, Infinite Minds will look to hold 1-2 celebration events, such as a Kona Ice social on campus, to help retain enrolled students and families. We will actively track community interest via an active contact list of phone numbers, addresses, and/or emails identified as intent to enroll, community engagement during in-person event participation, social media and website traffic. These reports also help us determine whether adjustments are needed in terms of time, energy, or resource allocation.

100 INTENT TO ENROLL/INTEREST FORMS BY END OF OCT.

RECRUITMENT TARGETS: NOV-MAR 25 APPLICATIONS PER WEEK, 17 ENROLLMENT PACKETS A WEEK, BREAKDOWN BY STRATEGY BELOW.

Recruitment Strategies:

SOCIAL MEDIA ENGAGEMENT AND GROWTH

- Measurement: Monitoring growth in followers and engagement (likes, shares, comments) on platforms like LinkedIn, Facebook, and Instagram.
- Desired Outcome: Achieve a social media following that mirrors Year 1 enrollment (target: 200+).
- Timeline: Social media marketing activities to run from September 2024 to the March 2025.
- Evolution of Content: Content will shift from recruitment (Sept-Jan) to lottery preparation (Jan-Mar) and enrollment retention (Mar-Aug).
- Progress Measure: Month over month growth of 50 followers, by the end of Sept 50 followers with continuous growth to reach 200+ followers by Dec 2024, and engagement with bi-weekly posts demonstrated with at least 5 shares.

NEIGHBORHOOD CANVASSING

- Measurement: Number of contacts made, level of community awareness generated, and the percentage of interested families in targeted neighborhoods.
- Desired Outcome: Establish intentional touchpoints in neighborhoods with the lowest-performing schools within the 76010 zip code that result in 400 potential students for Year 1.
- Timeline: Neighborhood canvassing to take place from September to December.
- Progress Measure: 20 interest forms, and translating to 9 applications per week from Nov-Mar

COMMUNITY-BASED EVENTS

- Measurement: Number of events attended, engagement with parents/caregivers and families, and inquiries or applications generated during events.
- Desired Outcome: Generate interest and applicants of 100 people through participation in holiday-themed events, cultural celebrations, and community gatherings.
- Timeline: Community engagement activities begin in October.
- Progress Measure: 9 applications per week from Nov-Mar

ENGAGEMENT WITH DAYCARES AND EARLY CHILDHOOD CENTERS

- Measurement: Frequency of info sessions, level of interest generated, and connections with parents.
- Desired Outcome: Reach working parents, including those from different backgrounds, through regular interactions.
- Timeline: Ongoing weekly engagement when community events are limited.
- Progress Measure: 9 applications per week from Nov- Mar

PHONE BANKING AND COLD CALLING

- Measurement: Effectiveness of reconnections with interested parties, application support for tech-challenged parents, and cold calling.
- Desired Outcome: Reach applicants who showed interest but haven't applied, recapture applicants, generate new applications.
- Budget allocation of \$1000; public information request for cold calling if necessary.

TOWN HALLS AND MONTHLY NEWSLETTER FOR INTERESTED FAMILIES

- Measurement: Attendance at townhalls (80% of applied families) and 50% engagement with monthly newsletters.
- Desired Outcome: Ensure applied families are well-informed about the lottery process and registration. Town Halls and newsletters to prepare families for timely and accurate registration.
- Timeline: Jan- Mar

RETENTION STRATEGY FOR FAMILIES ENROLLED

- Measurement: 90% of enrolled families participate in at least 1 event. Implementation of top-tier customer service, transparency via newsletters, and attendance at monthly events.
- Desired Outcome: Build consistent habits before the school year begins, answer frequently asked questions, and introduce the founding team members.
- Year 0 events from May to July will serve as countdowns to the FDOS and provide logistical information to the

school community.

This comprehensive process will allow us to assess the recruitment plan's effectiveness by having weekly benchmarks, calendar of upcoming events and strategies, monthly recruitment outcomes reported to the Board, and adjustment consideration based on the data and weekly benchmarks progress towards goal. In the event that we are not fully enrolled by lottery on March 29, 2025 then the Year 0 leadership team and the Board will review our recruitment strategies. Identify the most effective strategies based on outcomes toward goals. Then schedule to repeat those strategies until we are on target for full enrollment. We have built in contingency funds of \$2700 for additional recruitment efforts.

FACILITIES

THE SECTION IS REQUIRED BUT NOT SCORED

IDENTIFIED FACILITY

☒ The applicant has not identified a facility or property for the first campus.

Physical Address:

Current Owner:

Current Use:

Briefly describe the structural design of the identified facility (stand-alone building, modulars, portables, etc.).

Infinite Minds envisions a purposefully designed school facility that not only meets the educational needs of our students but also aligns with our commitment to safety and community engagement. While we have yet to secure a location, we have outlined the structural design requirements to be executed over the first five years of operation.

Our chosen site will be a standalone facility, designed to adhere to Americans with Disabilities Act (ADA) standards and prioritize life safety requirements. This facility will serve as the educational hub for our students, offering a range of spaces and amenities to foster robust learning experiences. The envisioned facility will encompass administrative offices and meeting spaces, serving as the operational heart of our school. Here, our leadership team will collaborate to ensure the smooth functioning of the institution. Additionally, specialized laboratories will provide students with the necessary resources to engage in hands-on, project-based learning experiences, fostering creativity and critical thinking. Other classrooms will be designed to accommodate various instructional needs, allowing for flexibility in teaching methods and learning environments. We plan to decorate the walls with community and family photos, ensuring that our campus reflects the beauty of our community.

Our facility will feature a well-equipped kitchen, serving area, and spacious dining room to ensure that our students have access to nutritious meals and a comfortable space to enjoy them. Outdoor areas will be designated for physical education activities, providing students with opportunities for exercise during the 3 M's of our model and outdoor learning. A dedicated resource room will be established to provide pull-out services for students requiring additional support or specialized interventions. We also plan to allocate space for our community partners to engage with students, parents, and staff, fostering a sense of collaboration.

As our school grows over the first five years, our facility needs will evolve accordingly. In Year 1, we will require a building that can accommodate 16 classrooms, administrative offices, a multipurpose area, a cafeteria, and a nurse's office. This initial facility should offer at least 40 square feet per student, resulting in a minimum of 10,000 square feet. In subsequent years, we anticipate an increase in space requirements, growing by no less than 5,000 square feet each year. By Year 5, with the addition of 6th grade, we will need a facility with no less than 50,000 square feet to support our expanding student body.

Our aim is to provide a safe, accessible, and inspiring environment for both students and staff.

PURCHASE OR LEASE PLAN

Identify and outline the anticipated acquisition plan (purchase, lease, etc.). If purchasing, provide a concise description of (1) who will be the initial purchaser—charter developer, bank, lending institution, etc., (2) repayment plans, and (3) projected costs to build or modify the facility.

Securing an appropriate facility for Infinite Minds is a critical component of our planning process, and it entails a thoughtful approach to both short-term and long-term needs. Our intention is to lease a temporary facility in the short term while concurrently working towards securing a permanent facility that aligns with our specific design elements and educational vision. We have allocated \$100,000 for the Year 0 facility as reflected in the Financial Workbook line item 127. The responsibility for this significant task will fall upon the Superintendent, who will collaborate closely with Board Member Norie Pride-Womack, finance and real estate professional, to ensure a seamless transition from a temporary location to a permanent one. This multi-phase process will be executed with precision and attention to detail.

In the short term, for Year 1 and Year 2, our focus is on identifying a suitable temporary facility that meets the immediate needs of our students and staff. The selected temporary location will be situated within our proposed area of 76010, ensuring that it is easily accessible to our target community. The temporary facility will provide a safe, functional, and conducive learning environment for our students. Simultaneously, we will be actively engaged in securing a permanent facility that aligns with our long-term vision. This process will involve careful consideration of various factors, including location, size, design, and accessibility. Our aim is to create a space that not only meets the educational needs of our students but also reflects our commitment to innovation and community engagement.

Infinite Minds envisions a facility that embodies our core values and supports our educational model. It will be designed to facilitate experiential learning, collaborative work, and a sense of belonging for all students. Furthermore, we intend to adhere to Americans with Disabilities Act (ADA) standards and other relevant regulations to ensure that our facility is accessible to everyone in our community. While securing a temporary facility for the short term is essential to launching our school, our long-term goal is to establish a permanent home that fully embodies our educational philosophy and design principles. This will require meticulous planning, collaboration with local stakeholders, and the commitment to finding a facility that aligns with our mission to provide a high-quality education to our students.

As we move forward in this process, we remain dedicated to transparency and effective communication with our community, parents, and stakeholders. We believe that securing the right facility is a crucial step in achieving our vision for Infinite Minds, and we are fully committed to making it a reality.

ALTERNATE LOCATIONS AND/OR COMMUNITIES

Present a prioritized list of alternate zip codes that would guide a new facility search if the intended location/zip code became unavailable or unfeasible. Note: All alternate zip codes must align to the proposed geographic boundaries.

Alternate Zip Code(s): 76014, 76011

SCHOOL SCHEDULE AND TRANSPORTATION

[CLICK HERE TO VIEW RELATED TERMINOLOGY, RESOURCES, AND EVALUATION CRITERIA](#)

DAILY AND WEEKLY SCHEDULE

See [Attachment OP3 Annual Calendar and School Schedule](#).

YEARLY CALENDAR [YEAR 1]

See [Attachment OP3 Annual Calendar and School Schedule](#).

STUDENT TRANSPORTATION PLANS

Charter School Program Start-Up Grant - 20 U.S. Code §7221b(f)(1)(E)

Describe the plan for meeting the transportation needs of all the students at the proposed charter school. Specifically address the plan for meeting the required transportation needs of: (1) students receiving special education who would be unable to attend classes without transportation services outlined in their IEP and (2) students eligible under Section 504 of the Federal Rehabilitation Act who would be unable to attend classes without special transportation services.

Infinite Minds has developed a transportation plan that aligns with the needs of our anticipated students, budget constraints, and financial viability. Most Infinite Minds students are expected to come from the 76010 zip code area and will not require transportation services due to their proximity to the school.

Here's a breakdown of our transportation plan: Our plan includes one bus and route dedicated to 10% of students. We will be contracting with a reliable provider to ensure seamless and safe transportation for our students. Despite the majority of students not needing transportation, we have accounted for some additional seating capacity on the bus. This extra capacity will accommodate unexpected increases in demand beyond our initial projections.

We have allocated a budget of \$40,000 for transportation services using external funding or state revenue, and will secure at least 3 quotes for local vendors to provide transportation services before making a final decision on contractor.

Additionally, we have budgeted \$100 per student for field trips, taking into account our commitment to conducting four service learning projects per year, with an estimated cost of \$25 per trip. In the event of any additional field trips throughout the year, we are prepared to fundraise to cover the cost of contracted transportation and any associated entry fees.

Our transportation plan actively involves families and students in determining their transportation needs. We will conduct a routine analysis of our applicants as we finalize the lottery process. In March, we will use the application and enrollment platform to collect the addresses of all enrolled students, allowing us to validate our projections regarding student locations. Based on this data, we will identify routes necessary for students who live two or more miles from the campus and will require transportation to and from school. Furthermore, we will engage families through surveys, specifically targeting those residing two or more miles away from the campus, to determine their transportation requirements.

To enhance our financial forecasting and offer alternative transportation solutions, we will establish partnerships with nearby before/after school programs. Programs, such as the Boys and Girls Club and Tarrant County Kids, provide options for working families and those facing transportation challenges, ensuring that our students have access to reliable transportation solutions beyond their regular school hours.

SpEd transportation will be contracted to ensure 100% of learners with an IEP that indicate the need for transportation is available from the first day of school forward. We have budgeted to purchase a mini bus for SpEd transportation with the use of the CSP start up grant for \$60,000 and \$1,500 from our Year 1 revenue for maintenance and upkeep.

By taking a strategic and community-focused approach to transportation, Infinite Minds is committed to meeting the needs of all students while maintaining financial responsibility and flexibility in the face of varying demand for transportation services. Our plan reflects our dedication to providing a well-rounded and comprehensive

educational experience for our students and their families.

REQUIRED TRANSPORTATION SERVICES

The sponsoring entity presiding over this application and any subsequent charter operations affirm acknowledgment of all of the following:

- ☒ Transportation is included as a Related Service under the regulations in the Individuals with Disabilities Education Act, 34 CFR §300.34(a) and (c)(16).
- ☒ Such related services would include any travel to and from school and between campuses; travel in and around school buildings; and specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a child with a disability.
- ☒ If a child with a disability requires transportation as a related service, **the sponsoring entity will be legally responsible for providing that transportation.**

START-UP PLAN [YEAR 0]

[CLICK HERE TO VIEW RELATED TERMINOLOGY, RESOURCES, AND EVALUATION CRITERIA](#)

CHARTER SCHOOL PROGRAM START-UP GRANT

Charter School Program Start-Up Grant - 20 U.S. Code §7221b(f)(1)(C)(i)(V)

Describe the eligible applicant's planned activities and expenditures of grant funds to open and prepare for the operation of the proposed charter school. See [Attachment F1 Detailed Start-Up Plan](#).

Infinite Minds places a strong emphasis on responsible fiscal management and is dedicated to utilizing the CSP Grant with a clear and intentional focus. The Charter School Program (CSP) funds allocated to our organization will be strategically deployed to ensure a robust start in terms of instructional quality, operational efficiency, and personnel readiness as we embark on the planning and implementation of our school program. It is essential to recognize that, like any new business, the initial startup phase of a school entails higher costs compared to subsequent years. These funds will enable us to establish a strong foundation for our school's success, setting the stage for effective operations and exceptional educational outcomes. The CSP funds use will provide instructional materials, professional development, and payroll for instructional and cultural planning for the Year 0 staff. The commitment to student success cannot be overstated and the CSP grant is the stepping stone to support these efforts. Here's a breakdown of our planned activities and expenditures: **ALLOCATION OF CSP FUNDS** We have allocated a total of \$899,885 from the CSP Grant for specific activities related to planning and implementing our proposed charter school.

These funds will be divided into two main categories: Planning Activities, which will utilize \$382,311, and Implementation Activities, which will utilize \$517,074. **PAYROLL EXPENSES (PLANNING YEAR)** In the inaugural year of planning, we will incur payroll costs totaling \$225,417 + Benefits \$41,294. These costs will cover essential roles within our leadership team for Year 0 and the 1st 30 days of the school year, ensuring the foundation of our school is solid. The key positions and their respective salaries include: Superintendent (\$115,000) responsible for overseeing the establishment of the school with the oversight of the Governing Board. Dean (\$40,000 for a .5-year role) plays a pivotal role in shaping the school's initial foundation. SpEd Lead (\$25,000) addresses special education needs on a part-time basis. Bilingual Coordinator (\$25,000) facilitates bilingual programs.

CONTRACTED SERVICES (PLANNING YEAR) Contracted services are essential to support the set up of dashboard and software equipment for use throughout the school year: IT Specialist for \$10,000 establishes initial data dashboards for use throughout the school year. Legal services to support policy adoption and board process for Year 0 \$5,000.

OPERATING COSTS (PLANNING): Staff development for Year 0 is \$25,000 to cover the cost of payroll for inservice before the 1st day of school and any external facilitators and \$30,000 for professional development throughout the school year. Travel PD for the leadership team including the Superintendent, Dean, Bilingual Coordinator, and SpEd Lead totaling \$5,000. Staff recruitment efforts will support our initiatives to secure high-quality instructional leaders, teachers, and support staff with \$7,500 allocated for Year 0, and \$2,000 allocated for Year 1. Student recruitment efforts will be necessary to fill the totality of our enrollment by the 1st day of school and encompasses branding, marketing efforts, and event participation budget at \$20,700 in Year 0 and \$6,900 for Year 1.

In our pursuit of establishing and preparing for the operation of the proposed charter school, Infinite Minds has strategically planned for the utilization of the Charter School Program (CSP) Grant funds. We recognize the importance of these funds in realizing our educational vision and are committed to their responsible allocation. Here's a detailed outline of our planned activities and expenditures for implementation:

IMPLEMENTATION ACTIVITIES BUDGET we have allocated a total of \$517,074 from the CSP Grant. These funds will be allocated to only allowable expenses based on the guidelines of the grant, including contracted services, supplies and materials, and operating costs. **CONTRACTED SERVICES** A portion of our implementation budget,

totaling \$6,563, has been allocated for contracted services. These services encompass contracted special education (SpEd) services to support the Child Find. These are critical components to ensure the comprehensive education of our students. SUPPLIES AND MATERIALS represent the largest portion of our CSP funding allocation, amounting to \$423,245. These funds will be used to acquire the essential resources teaching supplies \$111,780 special education supplies and materials \$8,750, textbooks \$27,600, Classroom supplies \$27,600, equipment and furniture \$164,340, technology \$69,000, student testing and assessments \$5,175, and student information system \$9000.

OPERATING COSTS Operating costs are an integral part of our implementation plan, including the purchase of a minibus for special education transport \$60,000 and rental of the temporary office facility and furniture for year 0 and the 1st 30 days of school year \$27,266. This allocation will allow us to furnish our temporary working space while we search and secure our school facility, creating a comfortable and functional environment for our interested families.

In summary, Infinite Minds is committed to using the CSP Grant funds to diligently plan and implement our proposed charter school. We have allocated resources for essential personnel, contracted services, planning supplies, staff development, and operating costs to ensure a solid foundation for our school's success. This responsible allocation of funds aligns with our commitment to delivering a high-quality educational experience to the community we aim to serve. We are dedicated to utilizing these resources to provide a high-quality educational experience that aligns with our mission and vision. This allocation ensures that our school is well-equipped, supported, and ready to offer an enriching learning environment to our community.

As our school begins to grow, we will establish key roles to ensure its smooth operation. The SUPERINTENDENT/ PRINCIPAL will continue to provide leadership, now with expanded responsibilities. The DEAN will be appointed to oversee the management and development of the school. We will stipend the SPED Teacher from Year 0 as SpEd Lead to support special education and the BILINGUAL PROGRAM COORDINATOR to continue leadership of the bilingual program development. The REGISTRAR/ OFFICE MANAGER (PEIMS) will manage student records and state reporting. Our teaching staff will grow substantially, including 4 BILINGUAL TEACHERS, 5 TEACHERS, and 4 CO-TEACHERS. We will have 2 SPED TEACHERS (1 of which as SpEd Lead) and 1 SPED CO-TEACHER to address special education needs. For extracurricular programs, we will hire 4 CO-CURRICULAR TEACHERS and 2 CAFE-NUTRITION STEWARDS to manage cafeteria and nutrition services. Administrative roles will include a RECEPTIONIST, SOCIAL WORKER, and CONTRACTED CNA, 1 CUSTODIAN, 1 SECURITY GUARD all working together to support the school's operations and students' well-being.

As our school community continues to thrive in Year 3, we will recognize the need for additional support and expertise. We will introduce the role of full-time Principal to provide leadership for the institution. We will appoint a dedicated COUNSELOR to provide essential counseling services. Our teaching staff will see further expansion with the addition of 4 TEACHERS, 2 BILINGUAL TEACHERS, 1 CO-TEACHER, 1 SPED TEACHER, 1 SPED CO-TEACHER, AND 1 NUTRITION STEWARD.

In year 5 phase of our growth, we will make strategic additions to our team to address complex operational and support needs as we grow to serve 6th grade. We will contract HR, LEGAL, and a CFO to handle human resources, legal, and financial aspects. The DEAN role will be maintained to oversee school management and development but will expand to 2 Deans. We will increase support for special education by transitioning the SPED LEAD to a full-time SpEd Coordinator position. Additional support in the form of a 2nd COUNSELOR AND SOCIAL WORKER will be introduced to ensure comprehensive student care. We will also expand our teaching staff with the addition of 7 TEACHERS, 2 BILINGUAL TEACHERS, and 1 CO-TEACHER. Through these strategic staff additions, our school will continue to evolve and provide a supportive, and enriching educational experience for all learners.

DISAGGREGATED COSTS

List all allowable grant-related activities for which the applicant is requesting grant funds in the table below. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, the applicant will be required to budget planned expenditures on a separate attachment provided by TEA.

COST AREA	START-UP ACTIVITIES	PLANNING ACTIVITY BUDGET	IMPLEMENTATION ACTIVITY BUDGET
Payroll	Superintendent, Dean, SpEd Lead, Bilingual Coordinator (Fundraising, and program planning)	\$266,711	
Professional Contracted Services	IT Set-up	\$15,000	\$6,563
	Legal Services		
	SpEd services- OT, PT, Diagnostician		
Supplies and Materials	Classroom & Teaching Materials		\$423,245
	SpEd Supplies		
	Textbooks		
	Equipment/ Furniture		
	Technology (Staff & Students)		
	Student Testing Materials		
	Student Information System		
Other Operating Costs	Leadership Team PD/ travel	\$101,100	\$87,266
	Staff PD		
	Staff recruitment		
	Student Recruitment		
	Transportation		
	Rent/Facilities		
Capital Outlay			

TOTAL PLANNING ACTIVITY COSTS

\$382,811

TOTAL IMPLEMENTATION ACTIVITY COSTS

\$517,074

TOTAL PLANNING + IMPLEMENTATION ACTIVITY COSTS

\$899,885

FINANCIAL SUSTAINABILITY

Charter School Program Start-Up Grant - 20 U.S. Code §7221b(f)(1)(C)(i)(V)

Describe how the eligible applicant will maintain financial sustainability after the end of the grant period.

The Charter School Program (CSP) Grant plays a pivotal role in the successful launch of Infinite Minds. Year 0 involves recruiting and onboarding the highest number of staff and students, along with initial costs for facilities, supplies, materials, and system setup. These expenses require funding to support program planning and implementation until state and federal revenue is generated based on student enrollment and attendance.

Proactive support of financial sustainability begins before the grant is received and will continue after it has ended. Line item 24 in the Financial Workbook on the Start Up Y1 tab, indicates external revenue of \$35,000. These funds will be fundraised in a collaborative effort of the Superintendent and the Board to cover the \$25,000 cost of the Registrar beginning in January of Year 0 and \$10,000 for contingencies. The Registrar's role during Year 0 will manage the enrollment verification process to ensure accurate documentation, support the SpEd lead with records request for the Child Find process, home language survey completion, and recruitment to meet enrollment goals.

To ensure sustained financial stability beyond the grant period, we have a comprehensive plan that involves close collaboration between the Board and the Superintendent, comprehensive recruitment/enrollment planning, intentional average daily attendance efforts, and ongoing fundraising. This plan encompasses responsible financial management, goal-oriented fiscal practices, and adherence to established standards and ratings. Our approach includes the following key strategies; intentional enrollment efforts, rolling enrollment, strong financial management processes, and contingency reserves. The Superintendent will oversee the procurement of all goods and services to ensure alignment with the approved budget set by the Board. Region 11 ESC will provide crucial support for accounts payable and payroll, particularly considering that a significant portion of annual expenses are related to personnel, taxes, and benefits. Region 11 ESC is a trusted partner for financial maintenance, and the support of our Financial Board Committee further strengthens our financial position. We have established a 200,000 reserve for Year 1 for contingencies and 20% increase year over year.

Our commitment to intentional year-over-year enrollment efforts goes hand in hand with our dedication to maintaining strong daily attendance (92% Y1 target). We aim to secure applications that exceed our intended enrollment targets, doubling our efforts to ensure a robust waitlist, especially for Year 1 because experience has illustrated that attempting to fill seats in subsequent years is exponentially more challenging to instruction, onboarding of new students and families, and maintaining a solid culture. Meeting and exceeding enrollment targets year over year will further fortify our financial sustainability, reinforcing our commitment to providing a high-quality education to all students. Additionally, this strategy aligns with our mission to create a culture of retention within our school community. As a result, family and student retention and satisfaction will play a pivotal role in bolstering daily attendance; hence the quarterly feedback discussions.

We will actively engage with local businesses, foundations, and the broader community to secure grants, goods, services and/or sponsorships. By fostering strong relationships and partnerships, we aim to ensure a steady flow of financial support, allowing us to provide the best possible educational experience for our students while safeguarding the long-term sustainability of our institution. By diligently following this plan, Infinite Minds is positioned to achieve and maintain financial sustainability beyond the grant period. Our proactive approach, underscored by fiscal responsibility, enrollment goal setting, and ongoing monitoring of annual savings, reflects our commitment to thriving and fulfilling our mission of delivering high-quality education to our community.

BOARD OVERSIGHT: MONITORING IMPLEMENTATION OF START-UP

Describe how the board will monitor the implementation of the start-up plan, start-up grant, and associated budget.

The Board and Superintendent will meet monthly in Year 0 and 1, to closely monitor the Start-Up Plan (Attachment F1), reimbursable costs for the CSP grant, and actual expenditures from external funding sources. During Year 0 additional critical components for progress monitoring includes recruitment strategies and hiring of Year 0 staff (Dean, Bilingual Coordinator, SpEd Lead, and Registrar). The Board will prioritize establishing committees outlined in the Governance section. The Academic Excellence committee will provide direct oversight and support for the start-up plan execution. The Development committee manages the responsibility of the start-up grant compliance. While the Finance committee maintains fiscal responsibility with the associated budget. Start-up plan and expenditure adjustments will be proposed if unexpected challenges arise during the planning year.

Infinite Minds is wholeheartedly dedicated to the meticulous oversight and responsible financial management essential for the effective execution of our start-up plan and budget, funded by the Charter School Program (CSP). Our governance framework, reflecting our resolute commitment to financial sustainability and the preservation of our educational model's integrity, has been thoughtfully designed.

Upon the approval of our start-up plan, the Superintendent, supported by Board members well-versed in financial matters through their involvement with Charter School Organizations, will review and approve the start-up plan allocation and expenditures. Their shared goal is to ensure the plan's viability and long-term sustainability. Subsequent to the approval of the startup plan by our engaged and seasoned Board, the Board will transition into a pivotal role in its ongoing monitoring. This role encompasses oversight of financial policies, strategic planning, solvency monitoring, and resource development. This collaborative partnership with the Superintendent guarantees vigilant financial stewardship and on track task completion of the start-up plan.

Once the startup plan secures the Board's vote of approval, the Superintendent will assume responsibility for day-to-day financial transactions. Additionally, it is important to note that any purchases utilizing philanthropic, state, or federal funds that are not allocated in the budget or exceeding \$10,000 necessitate approval from the Superintendent, in collaboration with the Board. This level of oversight ensures that finances are spent for the benefit of students and eliminates the possibility of frivolous or unallowable purchases without proper justification. On a monthly basis, the Superintendent will work closely with Region 11 Financial Services to meticulously reconcile all financial statements and budgets. This reconciliation process ensures that financial data aligns seamlessly with the proposed budget, upholding transparency and precision. These monthly financial reports, compiled by the Superintendent, will be presented during regularly scheduled Board meetings. This presentation will offer the Board invaluable insights into the execution of the startup plan and the utilization of grant funds, providing assurance that revenue and expenditures remain in harmony with the plan's framework and ensuring the availability of necessary cash flow.

Within our Board structure, two specialized committees, namely Finance and Development, will play pivotal roles in overseeing adherence to the plan and identifying areas that may require additional support. Throughout this oversight process, the Board will consistently refer to the Charter School Performance Framework indicators to ascertain compliance and offer support for Infinite Minds' academic, financial, and operational well-being.

An essential practice within our start-up financial management strategy is the systematic monitoring of the budget versus actual financial performance. This monthly review serves as a mechanism for both the Board and the Superintendent to swiftly identify adjustments necessary to the start-up plan, monitor expenses applied for the reimbursement of the CSP grant, enact necessary adjustments based on enrollment endeavors throughout Year 0 to ensure Infinite Minds is on track for the FDOS, and uphold fiscal discipline.

Collaboratively, the Superintendent and the Board will establish both short-term and long-term financial objectives.

To assess progress toward these objectives, specific financial indicators and ratios will be defined. These metrics are carefully designed to not only meet or surpass industry standards but also exceed the minimum requirements established by the Charter School Financial Integrity Rating System of Texas (FIRST).

FINANCIAL PLAN [YEARS 1–5]

[CLICK HERE TO VIEW RELATED TERMINOLOGY, RESOURCES, AND EVALUATION CRITERIA](#)

FINANCIAL HISTORY

See [Attachment F5 Audit Report](#)
[Attachment F6 Credit Report](#)
[Attachment F7 IRS Form 990, Form 990-N, Form 990-EZ.](#)

DETAILED FINANCIAL PLAN

See [Attachment F2 Budget Narrative](#) and [Attachment F3 Financial Plan Workbook](#).

SYSTEMS, POLICIES, PROCESSES

Describe the systems, policies, and processes the school will use for financial planning, accounting, purchasing, and payroll. List the organization's preliminary internal accounting controls and describe how and when the controls will be fully developed by the start of Year 1.

Infinite Minds recognizes the critical importance of sound financial planning, accounting, purchasing, and payroll processes to ensure the effective and responsible management of our charter school. To achieve these objectives, we have established comprehensive systems, policies, and processes aligned with charter school best practices including; budgeting, revenue generation, expense management, and the pursuit of financial stability.

Accounting services will be contracted through Region 11 ESC, as outlined in our financial workbook. This partnership will provide us with the expertise and resources necessary to maintain accurate financial records and ensure compliance with relevant regulations. We commit to monthly reconciliation and financial reporting. The Superintendent will collaborate closely with Region 11 Financial Services to conduct monthly reconciliations of all financial statements and budgets. This process will ensure that our financial data aligns precisely with the proposed budget, guaranteeing transparency and accuracy. The compiled financial data will be organized into a comprehensive monthly report. This report will serve as a critical tool for financial oversight and will be presented by the Superintendent during regular board meetings. Through this reporting process, the Board will receive essential updates on the organization's financial status, enabling informed decision-making.

Our approach to purchasing aligns with best practices for charter schools and emphasizes fiscal responsibility. We will adhere to the approval threshold and payroll. All purchases funded by philanthropic, state, or federal sources that exceed \$10,000 will require approval from the Superintendent in collaboration with the Finance Committee on the Board. This threshold ensures that major financial commitments are subject to rigorous review. Effective payroll management is essential to ensure that our staff receives timely compensation. Payroll services will be contracted, and we will work closely with Region 11 ESC to ensure accurate and timely payroll processing. This partnership will guarantee compliance with payroll regulations and the prompt payment of our staff. While our initial internal accounting controls will be established through our partnership with Region 11 ESC and their expertise, we recognize the importance of developing our internal controls over time.

The Superintendent, in collaboration with Region 11 Financial Services, will conduct regular reviews of financial statements and budgets. These reviews will serve as a critical internal control measure to identify discrepancies and make necessary adjustments. The Board will maintain active oversight of the financial operations of Infinite

Minds. This involvement ensures a system of checks and balances, promoting accountability and transparency. The compilation of monthly financial reports will serve as an internal control mechanism. These reports will provide an ongoing snapshot of the organization's financial health and facilitate proactive decision-making. Adherence to the proposed budget will be a fundamental internal control measure. Any deviations or variances will be promptly addressed, and corrective actions will be taken to maintain financial discipline.

Financial planning at Infinite Minds is a collaborative effort led by the Superintendent, who creates the annual budget forecast by April for subsequent approval during the May board meeting. Upon approval, the budget becomes effective in July of the following fiscal year. To support this process, a \$10,000 allocation has been earmarked in the Financial Workbook under Operations of the Start Up, Y1, Assumptions tab, for the setup of an IT data dashboard that will serve as a central hub for financial reporting, student progress tracking, and PEIMS data. In terms of purchasing, the Superintendent, being well-versed in the financial forecast and day-to-day operations, will take charge of managing and approving all campus-related purchases. For payroll management, Region 11 will collaborate closely with the Superintendent to ensure that payroll expenses remain within 60-70% of the budget. This collaborative approach and clear oversight mechanisms will help measure progress in financial planning, purchasing, payroll management, and overall fiscal responsibility.

Infinite Minds is dedicated to responsible financial stewardship by way of conducting independent, annual financial and administrative audits. The Superintendent, Board Members, and administrative staff will undergo extensive financial training, provided by Region 11 ESC as part of the budgeted Basic Financial Services plan. Our budget supports high-quality education, personalized learning plans in an experiential learning environment in partnership with parents/caregivers. We maintain financial sustainability through monthly budget monitoring and quarterly comprehensive reviews by the Board, which will also receive regular financial reports. An independent auditor will conduct annual audits, and financial oversight is managed by our experienced board members. The budgeting process is collaborative, involving stakeholders, and all purchases require Superintendent and approval. We ensure compliance with state and federal guidelines through our Finance and Development board committees. In summary, Infinite Minds is dedicated to maintaining robust financial planning, accounting, purchasing, and payroll systems. Our commitment to transparency, accountability, and fiscal responsibility is embedded in our organizational culture, ensuring the effective management of our charter school. Through partnerships with experienced service providers and active Board oversight, we are confident in our ability to uphold charter school best practices in financial management.

ROLES AND RESPONSIBILITIES

Identify the roles and responsibilities of the school's governing board, administration, and any vendors regarding school finances.

TYPE	POSITION TITLE(S)	DUTIES AND RESPONSIBILITIES
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TYPE	POSITION TITLE(S)	DUTIES AND RESPONSIBILITIES
Governance	Full Board	Review budget, expenses, and financial forecasting to ensure on track for short term and long term financial goals and enrollment targets.
	Board Treasurer	Lead board director of financial management and oversight.
	Finance Committee	Create the upcoming fiscal year budget, present budget recommendations to the board, monitor implementation of the approved budget regularly, recommends proposed budget revisions, and recommends policies for the management of the organization's assets. Approval of purchases over \$10,000
	Development Committee	Primary responsibility for raising non-grant funds to support the organization's mission.
Administrative	Superintendent	Assume responsibility for day-to-day financial transactions, commitment to short term and long term financial goals, and closely collaborate with the vendor at Region 11 and the Board. Create budget.
	Registrar	Ensures accurate data input and reporting to the state for student attendance, demographic, and coding to ensure accurate revenue received for state and federal funding
Vendor	Region 11 ESC	Contracted to handle all accounts payable and payroll needs for Infinite Minds, provides board training, and monthly reporting for accurate monitoring by the Superintendent.
	Accounting	Contract accounts receivable services

FINANCIAL MANAGEMENT PRACTICES

Describe the board and superintendent's plan to align the school's financial management practices with the Charter Financial Integrity Rating System (FIRST).

Charter schools in Texas ensure they adhere to Charter FIRST indicators through careful financial management, planning, and oversight. Adhering to these indicators is crucial for maintaining fiscal responsibility and accountability.

Here are the key steps Infinite Minds will take to ensure compliance:

Our robust financial management practices will rely on the governing board for Years 0 and we will hire qualified accountants who are well-versed in school finance and accounting principles for Y1 (See Attachment F3 Line 81). Comprehensive budgets aligned with our goal of learning being joyful and occurring inside and outside the classroom. We commit to a balanced budget and allocate resources efficiently to support instructional programs and school operations. Financial information is easily accessible to the public, including parents, board members, and the Texas Education Agency (TEA) via the school's website with quarterly updates to stakeholders.

In the spirit of being a good steward of our goods, we have budgeted for routine maintenance to extend the life of assets and prevent costly repairs in the long run. Additionally, we will continue to forecast insurance coverage for potential liabilities and having contingency plans in place for emergencies.

The financial stewardship requires top down procedures and we begin with collaboration with TEA to ensure

compliance with Charter FIRST. TEA provides guidance and support, conducts financial reviews, and offers resources. The Board reviews financial reports, budgets, and expenditures regularly. The board must approve significant expenses and contracts, ensuring that they align with the school's mission and budget. School staff, including financial personnel, undergo training and professional development to stay current with financial regulations and internal practices for purchasing approval processes. By following these steps and maintaining a strong commitment to fiscal responsibility and proactive adherence to Charter FIRST indicators to demonstrate our commitment to transparent and accountable financial practices.

CONTRACTED SERVICES

Describe contracted services, if any, and vendor if known, and associated selection criteria that will be implemented by the charter school.

TYPE	DESCRIPTION OF SERVICES AND COSTS	VENDOR SELECTION CRITERIA
Audit Services	An independent certified public accounting firm will carry out an annual audit, with an estimated cost of \$15,000.	A reputable firm that possesses a track record of conducting audits for Texas open-enrollment charter schools and has the necessary staffing capacity to ensure the timely submission of the annual financial and compliance report.
Payroll	Accounting, auditing, budgeting, financial planning, grant management, payroll, purchasing, and regulatory reporting services with quoted cost of \$38,000.	The school will leverage Region 11 ESC for accounting and financial services with extensive expertise in charter school accounts payable, payroll, and ongoing training for PEIMS.
Education Services	Special education services such as evaluation, speech therapy, physical therapy and occupational therapy, which will be outsourced, will cost \$18,750 in the first year.	Proven track record in delivering top-notch services, glowing endorsements from schools, prior engagements with public charter schools, and adaptability to scale support as per student requirements and demographics
Food Service	Food service provider for breakfast and lunch, with a budgeted expense of \$209,711.	Prior experience collaborating with the National School Lunch Program (NSLP) and the Texas Department of Agriculture, capability to prepare meals offsite, provision of nutritious and wholesome food choices for students, adeptness at staying within our budget, and the capacity to monitor data pertaining to students eligible for free and reduced-price meals.
Other-SUBSTITUTE	Allocated \$10,000 in the budget for substitutes	Reputable company with thorough background checking and a consistent pool of talent for hire during teacher absences/ vacancies.
Transportation	1 Bus and Route budgeted at \$40,000 for contracted support of transportation for 10% of GenEd population	Proven licensing and training to ensure the safe transportation of students, a track record of collaborating with small charter schools, and a commitment to fostering a positive and can-do attitude.
Other-STUDENT INFOR	\$9000 database to house student information	Cost for PEIMS system database such as PowerSchool

TYPE	DESCRIPTION OF SERVICES AND COSTS	VENDOR SELECTION CRITERIA
Other-LEGAL	\$15,000- provide legal guidance for policy adoption and board oversight during Year 0	Law office on retainer and leveraged as needed throughout the school year
Other- NURSE SERVICES	\$36,000 budgeted to fund a full time CNA for campus clinic management	Nursing agency equipped with certified nursing assistance with credentials to manage a school clinic of 200 independently.
Other-TITLEMENT SERV	\$10,000 allocated for parent/caregivers as partner initiatives with community engagement	\$1000 per month for family engagement, parent workshops, and community engagement partnership and participation

Click to add a row to the table above.

Click to remove a row from the table above.

EXTERNAL FUNDING ASSUMPTIONS

See [Attachment F4 Evidence of Financial Support](#).

FUNDRAISING INITIATIVES

Describe a plan to develop fundraising efforts if necessary to ensure the financial sustainability of the school, including individuals responsible for implementing those efforts and their relevant experience.

At Infinite Minds, our commitment to providing high-quality education goes hand in hand with our dedication to financial sustainability and responsible fiscal management, and we commit to relying on recurring public revenue.

We also recognize the opportunities that can be opened by securing additional financial resources beyond the Charter School Program (CSP) funding, state, and federal revenue. To achieve this, we have devised a fundraising plan to secure additional funds while ensuring responsible stewardship of these resources.

Our first step in diversifying our funding sources is to identify and apply for grants that align with our educational goals. The Superintendent, in close collaboration with the Board, will lead efforts to research and identify suitable grants from both government and private foundations. We will establish a specialized grant writing team via the Development Committee to craft compelling proposals and adhere to a carefully planned calendar of application deadlines.

We recognize the importance of engaging our school community, including parents, students, and local residents, in our fundraising initiatives. We aim to foster a sense of ownership and pride in our school. This will involve organizing fundraising events, campaigns, or soliciting in-kind donations from local businesses. Additionally, we plan to establish an alumni network that can contribute to fundraising efforts in the future.

In our pursuit of additional funding, we will seek corporate sponsorships and partnerships with businesses that share our educational values such as United Way and the Charter School Growth Fund. These partnerships can include financial contributions, in-kind support, or mentorship programs for our students. We will create customized sponsorship packages that clearly outline the benefits and recognition our corporate partners will receive in return for their support.

Transparency and accountability are fundamental to our fundraising efforts. We will provide transparent financial reporting to our donors, demonstrating how their contributions are being used and the positive effects they have

on our educational programs. Funds raised will be allocated in accordance with our budget priorities, with a focus on enhancing educational quality and the overall student experience.

Infinite Minds is fully dedicated to ensuring sustainability post the CSP funding. Through the implementation of this fundraising plan, we aim to demonstrate our commitment to financial stewardship. Our goal is to diversify our funding streams, engage our community, and maintain transparent financial practices. This approach will empower us to enhance our educational programming and provide a high-quality education while ensuring the long-term sustainability of our school. To ensure financial sustainability beyond grant funding, Infinite Minds establishes and maintains financial reserves for unexpected expenses, continually monitors income and expenses through regular financial reports and audits to ensure transparency and accountability, and demonstrates the entity applying for the charter has liabilities that are less than 80% of its assets. Infinite Minds will consistently evaluate operational efficiency and cost management practices to identify cost-saving opportunities and optimize resource allocation.

LETTER OF SPECIAL ASSURANCES

Name of Proposed Charter School:

INFINITE MINDS

Name of Sponsoring Entity:

INFINITE MINDS SCHOOL

The Board Chair of the proposed sponsoring entity shall initial all assurances below to confirm awareness and understanding of responsibilities established herein.

Initial above each blank line.

SUBMISSION AND ELIGIBILITY

LS

The proposed charter holder assures that the Board Chair of the sponsoring entity, as identified in this application, has full authority to submit this application.

LS

The proposed charter holder assures that all information contained in this application is complete and accurate and is aware that any misrepresentation could result in disqualification from the application process or revocation after award.

LS

The proposed charter holder assures that no board members of the sponsoring entity, officers, or employees of the proposed school have been convicted of a misdemeanor involving moral turpitude or of any felony.

LS

The proposed charter holder assures that it has reviewed all application documents provided by the Texas Education Agency in relation to RFA 701-24-101 and is aware that applications deemed "incomplete" will not be considered.

OPEN MEETINGS REQUIREMENTS

LS

The proposed charter holder assures that all meetings in which charter school business is discussed will be posted to provide public notice, held in an open public forum, and any action items voted upon will be held in a public forum as required by the Open Meetings Act in Government Code, Chapter 551.

LS

Furthermore, the proposed charter holder assures that all of the following will be discussed in open meetings and only acted upon with approval of the charter holder board:

- The annual budget and all amendments to the budget,
- Any changes to job descriptions from those submitted in the application for charter, and
- Any changes in compensation that were proposed and approved in the application for charter.

PUBLIC INFORMATION REQUIREMENTS

LS

The proposed charter holder assures that information that is considered public requested by anyone will be provided in accordance with Government Code, Chapter 552.

CRIMINAL HISTORY CHECK REQUIREMENTS

LS

The proposed charter holder assures that criminal history checks will be completed in accordance with law and that no person will serve as a member of the governing body of a charter holder, as a member of the governing body of the charter school, or as an officer or employee of a charter school if the person has been convicted of a misdemeanor involving moral turpitude, a felony, an offense listed in Texas Education Code (TEC) §37.007(a) or an offense listed in Article 62.001(5) Code of Criminal Procedure.

ANNUAL TRAINING REQUIREMENTS

LS

The proposed charter holder assures that all annual training requirements for board members and school administrators will be completed in accordance with law and commissioner rules.

RESIDENTIAL FACILITIES MONITORING (RFM) SYSTEM

LS

The proposed charter holder assures that it understands that, pursuant to 19 Texas Administrative Code (TAC) §97.1072, there is a specific system for monitoring school districts and charter schools that serve students with disabilities who reside in Residential Facilities (RFs). The charter holder further assures that it understands that it will be required to report data related to students with disabilities residing in RFs in TEA's data collection system known as RF Tracker and that it may be subject to RFM intervention activities and on-site visits based upon a review of the data it reports or on random or other means of selection.

RESIDENTIAL FACILITY TRAINING

LS

The proposed charter holder assures that all personnel involved with serving students with disabilities residing in an RF and personnel involved with reporting data in RF Tracker will receive training on the RFM system.

ADMISSION AND ENROLLMENT

LS

The proposed charter holder assures that parents or prospective students will not be required to attend an interview or meeting of any kind prior to admitting and/or enrolling a student, or during the time in which the student is enrolled.

LS

The proposed charter holder assures that volunteer hours, or payment in lieu of volunteer hours, will not be required of the parent or guardian as a requirement for student admission or enrollment.

LS

The proposed charter holder assures that there will be no specified days designated for enrollment and/or admission. If space is available, a student will be enrolled and admitted on any day at any time of day and must be counted as and considered a charter student immediately. State law does not allow for a trial enrollment period at a public school.

LS

The proposed charter holder assures that no student auditions will be required prior to enrollment and admission at the charter school unless the charter is originally approved by the commissioner of education as a performing arts school with an audition component or the charter is amended by the commissioner of education to designate the school a performing arts school with an audition component.

LS

The proposed charter holder understands that a student may be ineligible for enrollment at a charter school based on a history of a criminal offense, a juvenile court adjudication, or discipline problems under, and limited to, Texas Education Code (TEC), Chapter 37, Subchapter A, only if the enrollment prohibition is specifically approved by the commissioner of education when the charter is awarded, or if the charter is amended by the commissioner of education to allow this enrollment prohibition.

PUBLIC MEETINGS

LS

The proposed charter holder assures that a public meeting will be held, in accordance with the requirements outlined in Attachment E3 of this application, for each approved campus opened after Year 1, at least 6 months prior to opening that campus. The proposed charter holder further assures that such meetings will be held within the city of the proposed campus address.

WITHDRAWAL AND EXPULSION

LS

The proposed charter holder assures that it understands that only the parent or guardian may withdraw a student from the charter school, and the only time charter administrators may withdraw a student and use administrative withdrawal as the leaver code is in the rare instances when:

- a student is withdrawn by the charter school because the charter school discovers, when verifying enrollment information, that the student was not a resident of an approved district at the time of enrollment;
- the charter school discovers that the student has falsified enrollment information; proof of identification is not provided;
- or immunization records are not provided within 30 days of enrollment.

LS

The proposed charter holder understands that a student who fails to comply with the charter school's student code of conduct may not be administratively withdrawn. If a student commits an expellable offense, as outlined in the student code of conduct, the charter holder further understands that charter administrators may expel the student only after due process has been afforded the student, and the charter holder board has determined that expulsion is the appropriate consequence.

LS

The proposed charter holder understands that it has an obligation to notify the school district in which the student resides within three business days of any action expelling or withdrawing a student from the charter school. See 19 TAC §100.1211 (c).

LS

The proposed charter holder assures that each campus granted through the initial charter contract **and** all subsequent renewal, expansion, and re-designations shall establish and maintain gun-free campus policies. The charter shall also expel a student who brings a firearm, as defined by 18 U.S.C. Section 921, to school. See TEC §37.007(e).

NEW CHARTER PRE-OPENING CHECKLIST

LS

The proposed charter holder understands, upon approval and award of charter, that a pre-opening check list may be required to be completed prior to final approval for the opening of any campus.

POSTPONEMENT OF OPENING

LS

The proposed charter holder understands that any request for the postponement of opening shall be denied if the founding board no longer constitutes the governing board at the time of the request.

FEDERAL AND STATE FUNDING

LS

The proposed charter holder understands that any request for assistance from the Texas Education Agency that is to be provided from Every Student Succeeds Act funds, as granted by the Every Student Succeeds Act of 2015, must comply with The Guns-Free School Act. See 20 U.S. Code § 7151.

LS

The proposed charter holder understands that any Every Student Succeeds Act funds that are applied towards campuses operated on the premises of a public university or college may be affected by new open-carry handgun legislation on public university and college campuses. See Senate Bill 11, as approved by the 84th Legislature, 2015.

LS

The proposed charter holder understands that upon receipt of its first federally funded grant from TEA, "specific conditions" will be imposed upon it, including requirement to participate in training and technical assistance provided by the Department of Grants and Federal Fiscal Compliance. The training and technical assistance is designed to help new charter schools ensure that federal grant funds are used in accordance with applicable statutes, regulations, and requirements. TEA is authorized to impose specific conditions by Title 2 of the Code of Federal Regulations (CFR), 200.331(c) and 200.207.

FEDERAL CHARTER SCHOOL PROGRAM GRANT

LS

The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the Generation 29 Application for Charter, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the Charter School Program (CSP) grant.

LS

The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, Commissioner and State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.

LS

The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.

LS

The applicant provides assurance that the chosen financial accounting system will adhere to the following requirements, upon award of a charter:

- accommodates the minimum 15-digit account code mandated by the FASRG;
- generates information needed for PEIMS reporting; and
- ensures adequate accountability of state and federal funds. If the applicant's financial accounting system is not approved by TEA, the applicant assures that it will budget and acquire an acceptable accounting system and training with CSP grant funds. Additionally, the applicant will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.

LS

The applicant provides assurance that it will maintain clear documentation and data for the school and students served by the CSP grant, will comply with any reporting and evaluation requirements that may be established by the TEA, and will submit the reports in the format and manner requested by TEA. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of CSP grant funds.

LS

The applicant provides assurance that it has, or will have before serving students, on file an appropriate certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Division of Charter School Authorizing request a copy, the applicant will provide such copy immediately.

According to Title IV, Part C of ESSA, to receive federal grant funds of any type, including U. S. Department of Education funds, the charter school must meet the definition of a charter school, as defined in ESSA, Section 4310(2). By signing and submitting the application, the authorized official of the proposed public charter school certifies that each of the statements in the definition is true and that the school is in compliance with this definition. A charter school is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.

LS

The term charter school means a public school that:

- a. in accordance with TEC, Chapter 12, is exempt from significant state or local rules that inhibit the flexible operation and management of the school, but not from any rules relating to the other requirements of this section;
- b. is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;
- c. operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency;
- d. provides a program of elementary or secondary education, or both;
- e. is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;
- f. does not charge tuition
- g. complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), Section 444 of the General Education Provisions Act (20 U.S.C. 1232g) (commonly referred to as the Family Educational Rights and Privacy Act of 1974), and Part B of the Individuals with Disabilities Education Act;
- h. is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated;
- i. agrees to comply with the same federal and state audit requirements as do other elementary schools and secondary schools in the state, unless such requirements are specifically waived for the purposes of this program;
- j. meets all applicable federal, state, and local health and safety requirements;
- k. operates in accordance with state law;
- l. has a written performance contract with the authorized public chartering agency in the state that includes a description of how student performance will be measured in charter schools pursuant to state assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public charter agency and the charter school; and
- m. may serve students in early childhood education programs or postsecondary students.

LS

REQUIRED DISCLOSURE

The proposed charter holder assures that all information subject to a required disclosure of fact(s) has been expressly provided within the Charter School Application to the extent authorized by all controlling law.

LS

I, the undersigned, hereby certify that the governing body of the charter holder has authorized me to provide these assurances as noted by my initials on this and all previous pages.

LYN SCOTT

Digitally signed by LYN SCOTT
Date: 2023.11.03 08:28:17 -05'00'

Electronic Signature of the Chair of the Sponsoring Entity

ATTACHMENT E1

Articles of Incorporation or Certificate of Formation

☐

The sponsoring entity was incorporated prior to January 1, 2006.

Provide the Articles of Incorporation filed with the Texas Secretary of State or the state of incorporation (and any restated Articles of Incorporation and Articles of Amendment).

☒

The sponsoring entity was incorporated after January 1, 2006.

Provide either:

- Certificate of Formation filing number as provided by the Texas Secretary of State.

Filing Number:

; or

- Original Certificates of Formation and Certificate of Filings as filed with the Texas Secretary of State.

Please note: Applicants may be removed from further review if the entity is not incorporated by **November 3, 2023**.

**CERTIFICATE OF FORMATION
OF
INFINITE MINDS SCHOOL**

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

ARTICLE I

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

ARTICLE II

The business address of the registered office of the corporation is 845 Proton Road, San Antonio, Texas 78258 and the name of its registered agent at such address is Schulman, Lopez, Hoffer & Adelstein, LLP.

ARTICLE III

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

Gregory Richmond
845 Proton Road
San Antonio, Texas 78235

Nicholas Pascale
845 Proton Road
San Antonio, Texas 78235

Nicholas Ditto
845 Proton Road
San Antonio, Texas 78235

ARTICLE IV

The Corporation shall have no members.

ARTICLE V

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

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

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

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

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

ARTICLE VI

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

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

ARTICLE VII

The initial mailing address of the corporation is 845 Proton Road, San Antonio, Texas 78258.

ARTICLE VII

The name and street address of the organizer is Rachel King, 845 Proton Road, San Antonio, Texas 78258.

ARTICLE VIII

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

ARTICLE IX

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

ARTICLE X

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

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

ARTICLE XI

The Corporation shall indemnify any person who (i) is or was a director, officer, employee, or agent of the Corporation, or (ii) while a director, officer, employee, or agent of the Corporation, is or was serving at the request of the Corporation as a director,

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

ARTICLE XII

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

Dated: July 7, 2023

Infinite Minds School

By: /s/ Rachel King
Rachel King, Organizer

ATTACHMENT E2

501(c)(3) Letter of Determination

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

If the applicant does not have the 501(c)(3) Letter of Determination at the time of application submission, at a minimum, provide proof of filing to demonstrate that an IRS Form 1023 was submitted by November 3, 2023.

Note: Applicants submitting proof of filing with the IRS must provide to the TEA the 501(c)(3) Letter of Determination issued by the IRS granting the entity tax-exempt status no later than April 12, 2024. Failure to submit the Letter of Determination may result in the applicant being removed from the application process.

Tuesday, August 1, 2023 at 09:45:19 Central Daylight Time

Subject: Pay.gov Payment Confirmation: Form 1023

Date: Tuesday, August 1, 2023 at 9:44:33 AM Central Daylight Time

From: notification@pay.gov

To: Mary Zaiontz



An official email of the United States government



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

Application Name: Form 1023

Pay.gov Tracking ID: 276MH6AH

Agency Tracking ID: 76469304573

Transaction Type: Sale

Transaction Date: 08/01/2023 10:44:32 AM EDT

Account Holder Name: Tina Ashmore

Transaction Amount: \$600.00

Card Type: AmericanExpress

Card Number: *****3075

THIS IS AN AUTOMATED MESSAGE. PLEASE DO NOT REPLY.



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

ATTACHMENT E3

Public Meeting Notice

At a minimum, applicants must hold one public meeting within the charter school's proposed geographic boundary to discuss the application for the proposed Generation 29 open-enrollment charter school. Anyone may attend and participate in the public meeting.

ALLOWABLE VENUES:

Virtual Meeting Option

Applicants may hold a public virtual meeting in fulfillment of this attachment requirement. Any virtual meetings must be published in accordance with the notice requirements outlined below. The public notice must also contain the access link; password (if any); and all other directions to participate in the meeting. Applicants may not require prospective attendees to RSVP and/or register.

In-Person Meeting Option

Applicants may hold an in-person meeting in fulfillment of this attachment requirement.

All meetings must take place no earlier than 18 months before the charter application submission date. Any public meetings that were held before May 3, 2022 are not eligible for consideration.

All submitted notices must be dated prior to October 26, 2023.

NOTICE FORMAT:

All public notices/advertisements must be published in a newspaper of general distribution within the geographic boundaries of the proposed charter school. Any public notice in newspapers with limited or exclusively digital circulation (*Greensheet, Dallas Observer, Austin Chronicle, etc.*) will not fulfill this attachment requirement.

SUBMISSION FORMAT:

Provide a scanned/photocopy of the official public notice/advertisement that was printed in the newspaper. The copy of the notice that is provided in this application must include the name of the publication and the publication date.

Each public notice must also include:

- Name of the proposed school/campus;
- Name of the sponsoring entity;
- Date, time, and place of public meeting;
- Names of all board members from the sponsoring entity; and
- If virtual, directions to access and participate in the meeting including the access link.

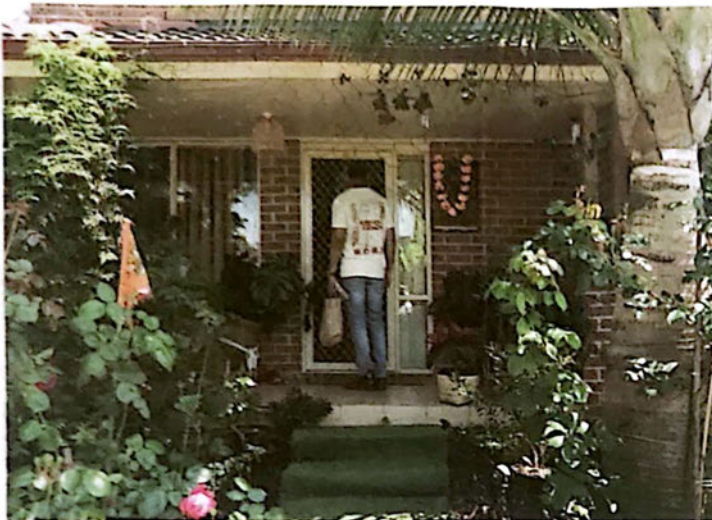
ADDITIONAL REQUIREMENT:

Applicants must also provide email notification to all members of the Texas State Board of Education (SBOE), Texas Senate, and Texas House of Representatives who represent the geographic area to be served by the proposed school at least 5 business days before each meeting. Applicants must include charterapplication@tea.texas.gov in the CC line of the email.

Each email must include:

- Name of the proposed school/campus;
- Name of the sponsoring entity;
- Date, time, and place of public meeting;
- Names of all board members from the sponsoring entity; and
- If virtual, directions to access and participate in the meeting.

Note: Applicants must send each elected official a separate email. Do not BCC any recipients so agency staff may confirm correspondence.



MICHAEL MILLER The Washington Post

Thomas Mayo knocks on doors in the Sydney suburb of Mount Druitt on Saturday. He is a leader of the Yes campaign to give Indigenous Australians an advisory body to Parliament.

In Australian referendum, door-knockers battle misinformation

BY MICHAEL E. MILLER
The Washington Post

SYDNEY

The man in the "Yes" shirt was tall with broad shoulders built by years moving cargo at the Port of Darwin. But as Thomas Mayo canvassed the Sydney suburb of Mount Druitt, he was careful to knock gently on each door and speak calmly about the cause to which he'd devoted the past six years: the cause of changing Australia's constitution to recognize Indigenous people like him, and to give them a "Voice," or advisory body, to Parliament.

"G'day, mate, sorry to interrupt. My name is Thomas and I'm here with

referendum that is coming up," Mayo said at the first door that opened. "Have you made a decision about your vote yet?"

The resident, a South Asian immigrant, happily said he'd be voting yes. Mayo pumped his fist and handed the man an information sheet.

At the next door, however, a White woman cut him off and closed the door in his face. It wasn't a new experience for Mayo, who has been targeted with conspiracy theories and racist caricatures and even threats of violence.

The Oct. 14 referendum was supposed to be straightforward. But opposition parties objected, claiming the proposal's wording was too vague,

the consequences too uncertain.

The "No" campaign flooded social media with videos claiming that the problem wasn't decades of discrimination Down Under, it was the proposal itself, which they said was divisive.

Viral videos falsely warned farmers that if the proposal passed, Aboriginal people would take their land. Spurious messages told immigrant parents that Indigenous kids would occupy their children's spots in school. Even Indigenous people were targeted with misinformation claiming the Voice would undermine — not aid — pursuit of a treaty.

In Australia, proposed changes to the constitu-

majority" by prevailing in the overall vote and in at least four of its six states. Polls show the Yes vote well below 50 percent.

Early voting began last week, and Yes campaigners are still trying to drum up support in working-class melting pots like Mount Druitt. Could old-fashioned door-knocking compete with a torrent of social media misinformation?

Mayo thanked the woman as she shut the door and kept walking. Down a lane he found Lynette Sowden, smoking a Double Happiness cigarette and sipping coffee from a Hot Wheels mug. The 58-year-old had been up all night cleaning an office building. Mayo wished her a good morning and asked how she was going to vote.

"I'm not sure," she said. "I haven't made up my mind."

Sowden, who is White, had Aboriginal relatives who were voting yes. But her friends were all voting no. And her social media feeds were filled with posts claiming the Voice was a takeover by the World Economic Forum or the "New World Order."

Mayo handed her a flier and, sensing her hesitation, tried to reassure her.

"It's just to recognize Indigenous people in the constitution," he said.

"Well, I agree with that," she replied.

"And the Voice part is just an advisory committee," he continued. "The No campaign has been trying to tell people that this is something that will take something away from someone. But it's just advice, nothing more than that."

"Okay," she said, less assuredly.

"I hope you can support us," he said, leaving Sowden to decide whether she trusted the man with the soft voice standing in front of her, or the frantic warn-

Cornel West to run for president as independent

BY CLYDE HUGHES
UPI.com

Progressive intellectual Cornel West said on Thursday that he will run as an independent for president after moving from the People's Party and the Green Party.

West, who supported Sen. Bernie Sanders for president in the past, switched from the People's Party in June to seek the presidential nomination from the Green Party.

"People are hungry for change," West said in a message on X, formerly Twitter. "They want good policies over partisan politics. We need to break the grip of the duopoly and give power to the people. I'm running as an independent candidate for president of the United

States to end the iron grip of the ruling class and ensure true democracy."

In the video, West asked the viewers to get involved in his campaign.

"We need you to be part and parcel in wrestling with this corporate duopoly, this two-party system that impedes, it gets in the way of the unleashing of the kind of policies of abolishing poverty and homelessness, of dealing with working wages, cutting back on militarism, and most importantly, trying to ensure that the best of who we are as a people can be more manifest, can be more concrete because the crisis is real and these catastrophes are bombarding us," West said.

West is a longtime civil and racial justice advocate who has supported progressive candidates.

WHEN: SATURDAY
OCTOBER 14
10:00AM - 11:00AM

LOCATION:
EAST LIBRARY &
RECREATION CENTER
1817 NEW YORK AVE
ARLINGTON, TX 76010

YOU ARE INVITED

SPONSORING ENTITY:
INFINITE MINDS
SCHOOL

PROPOSED
SUPERINTENDENT:
RACHEL KING

BOARD MEMBERS:
NICHOLAS PAISABLE
LYNN SCOTT
NICHOLAS DUFFO
NORMA PRIDE WOODALL
LAFAYETTE NICHOLSON
SHONDIA MYLES

COMMUNITY MEETING
LET'S TALK ABOUT EDUCATION!

FREE & OPEN TO THE PUBLIC

682-719-5802
INFO@INFINITEMINDTX.ORG
WWW.INFINITEMINDTX.ORG

INFINITE MINDS

Invitation to Community Meeting for Infinite Minds Public Charter School

Rachel King <rachel@infinitemindstx.org>

Thu, Oct 5, 2023 at 10:28 AM

To: pat.hardy.1109@gmail.com

Cc: "charterapplication@tea.texas.gov" <charterapplication@tea.texas.gov>

Dear SBOE Member Pat Hardy,

I hope this email finds you well. My name is Rachel King, and I am writing to invite you to an important community meeting for Infinite Minds, a Generation 29 Public Charter School applicant. This meeting aims to introduce our charter school, its sponsoring entity, the proposed superintendent, and the dedicated board members who are passionately committed to transforming education in our community.

Event Details

Date: Saturday, October 14

Time: 10:00 AM - 11:00 AM

Location: East Library & Recreation Center, 1817 New York Ave, Arlington, TX 76010

At this meeting, you will have the opportunity to:

1. Learn About Infinite Minds: Discover our mission, vision, and innovative school model.
2. Meet the Proposed Superintendent: Introduction to Rachel King and the vision for our school.
3. Meet members of Our Board: Meet our esteemed board members, including Nicholas Pascale, Lyn Scott, Nicholas Ditto, Norie Pride-Womack, Gregory Richmond, and Rhonda Myles.
4. Community Dialogue: Participate in an open dialogue about the state of public education and the potential impact of a new K-2nd grade school in our area.

Your presence and insights are highly valued as we work together to shape the future of education in our community. By fostering collaboration and engagement, we can create an educational environment that empowers every student to thrive.

We look forward to meeting you and sharing our vision for Infinite Minds.

If you have any questions or need further information, please do not hesitate to contact me.

Thank you for your time and consideration. We hope to see you on October 14th!

Warm regards,

Rachel King
Founder, Proposed Superintendent
Infinite Minds Public Charter School Applicant
682-719-5802



Community Meeting Flyer.png
2094K

Invitation to Community Meeting for Infinite Minds Public Charter School

Rachel King <rachel@infinitemindstx.org>

Thu, Oct 5, 2023 at 10:29 AM

To: Aicha.Davis@tea.texas.gov

Cc: "charterapplication@tea.texas.gov" <charterapplication@tea.texas.gov>

Dear SBOE Member Aicha Davis,

I hope this email finds you well. My name is Rachel King, and I am writing to invite you to an important community meeting for Infinite Minds, a Generation 29 Public Charter School applicant. This meeting aims to introduce our charter school, its sponsoring entity, the proposed superintendent, and the dedicated board members passionately committed to transforming education in our community.

Event Details

Date: Saturday, October 14

Time: 10:00 AM - 11:00 AM

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We look forward to meeting you and sharing our vision for Infinite Minds.

If you have any questions or need further information, please do not hesitate to contact me.

Thank you for your time and consideration. We hope to see you on October 14th!

Warm regards,

Rachel King
Founder, Proposed Superintendent
Infinite Minds Public Charter School Applicant
682-719-5802



Community Meeting Flyer.png
2094K

Invitation to Community Meeting for Infinite Minds Public Charter School

Rachel King <rachel@infinitemindstx.org>
To: KELLY.HANCOCK@senate.texas.gov
Cc: charterapplication@tea.texas.gov

Thu, Oct 5, 2023 at 10:32 AM

Dear Texas Senator Kelly Hancock,

I hope this email finds you well. My name is Rachel King, and I am writing to invite you to an important community meeting for Infinite Minds, a Generation 29 Public Charter School applicant. This meeting aims to introduce our charter school, its sponsoring entity, the proposed superintendent, and the dedicated board members passionately committed to transforming education in our community.

Event Details

Date: Saturday, October 14

Time: 10:00 AM - 11:00 AM

Location: East Library & Recreation Center, 1817 New York Ave, Arlington, TX 76010

At this meeting, you will have the opportunity to:

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2. Meet the Proposed Superintendent: Introduction to Rachel King and the vision for our school.
3. Meet members of Our Board: Meet our esteemed board members, including Nicholas Pascale, Lyn Scott, Nicholas Ditto, Norie Pride-Womack, Gregory Richmond, and Rhonda Myles.
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We look forward to meeting you and sharing our vision for Infinite Minds.

If you have any questions or need further information, please do not hesitate to contact me.

Thank you for your time and consideration. We hope to see you on October 14th!

Warm regards,

Rachel King
Founder, Proposed Superintendent
Infinite Minds Public Charter School Applicant
682-719-5802



Community Meeting Flyer.png
2094K

Invitation to Community Meeting for Infinite Minds Public Charter School

Rachel King <rachel@infinitemindstx.org>
To: CHRIS.TURNER@house.texas.gov
Cc: charterapplication@tea.texas.gov

Thu, Oct 5, 2023 at 10:33 AM

Dear Texas Representative Chris Turner,

I hope this email finds you well. My name is Rachel King, and I am writing to invite you to an important community meeting for Infinite Minds, a Generation 29 Public Charter School applicant. This meeting aims to introduce our charter school, its sponsoring entity, the proposed superintendent, and the dedicated board members passionately committed to transforming education in our community.

Event Details

Date: Saturday, October 14

Time: 10:00 AM - 11:00 AM

Location: East Library & Recreation Center, 1817 New York Ave, Arlington, TX 76010

At this meeting, you will have the opportunity to:

1. Learn About Infinite Minds: Discover our mission, vision, and innovative school model.
2. Meet the Proposed Superintendent: Introduction to Rachel King and the vision for our school.
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Your presence and insights are highly valued as we work together to shape the future of education in our community. By fostering collaboration and engagement, we can create an educational environment that empowers every student to thrive.

We look forward to meeting you and sharing our vision for Infinite Minds.

If you have any questions or need further information, please do not hesitate to contact me.

Thank you for your time and consideration. We hope to see you on October 14th!

Warm regards,

Rachel King
Founder, Proposed Superintendent
Infinite Minds Public Charter School Applicant
682-719-5802



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Invitation to Community Meeting for Infinite Minds Public Charter School

Rachel King <rachel@infinitemindstx.org>
To: TONY.TINDERHOLT@house.texas.gov
Cc: charterapplication@tea.texas.gov

Thu, Oct 5, 2023 at 10:34 AM

Dear Texas Representative Tony Tinderholt,

I hope you are doing well. My name is Rachel King, and I am writing to invite you to an important community meeting for Infinite Minds, a Generation 29 Public Charter School applicant. This meeting aims to introduce our charter school, its sponsoring entity, the proposed superintendent, and the dedicated board members passionately committed to transforming education in our community.

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Founder, Proposed Superintendent
Infinite Minds Public Charter School Applicant
682-719-5802



Community Meeting Flyer.png
2094K

Invitation to Community Meeting for Infinite Minds Public Charter School

Rachel King <rachel@infinitemindstx.org>
To: SALMAN.BHOJANI@house.texas.gov
Cc: charterapplication@tea.texas.gov

Thu, Oct 5, 2023 at 10:35 AM

Dear Texas Representative Salman Bhojani,

I hope you are doing well. My name is Rachel King, and I am writing to invite you to an important community meeting for Infinite Minds, a Generation 29 Public Charter School applicant. This meeting aims to introduce our charter school, its sponsoring entity, the proposed superintendent, and the dedicated board members passionately committed to transforming education in our community.

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Rachel King
Founder, Proposed Superintendent
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682-719-5802



Community Meeting Flyer.png
2094K

Invitation to Community Meeting for Infinite Minds Public Charter School

Rachel King <rachel@infinitemindstx.org>

Thu, Oct 5, 2023 at 10:36 AM

To: "NICOLE.COLLIER@HOUSE.TEXAS.GOV" <NICOLE.COLLIER@house.texas.gov>

Cc: charterapplication@tea.texas.gov

Dear Texas Representative Nicole Collier,

I hope you are doing well. My name is Rachel King, and I am writing to invite you to an important community meeting for Infinite Minds, a Generation 29 Public Charter School applicant. This meeting aims to introduce our charter school, its sponsoring entity, the proposed superintendent, and the dedicated board members passionately committed to transforming education in our community.

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Rachel King
Founder, Proposed Superintendent
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682-719-5802



Community Meeting Flyer.png
2094K

Invitation to Community Meeting for Infinite Minds Public Charter School

Rachel King <rachel@infinitemindstx.org>

Thu, Oct 5, 2023 at 11:08 AM

To: Stephanie.klick@house.texas.gov

Cc: charterapplication@tea.texas.gov

Dear Texas Representative Stephanie Klick,

I hope you are doing well. My name is Rachel King, and I am writing to invite you to an important community meeting for Infinite Minds, a Generation 29 Public Charter School applicant. This meeting aims to introduce our charter school, its sponsoring entity, the proposed superintendent, and the dedicated board members passionately committed to transforming education in our community.

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Warm regards,

Rachel King
Founder, Proposed Superintendent
Infinite Minds Public Charter School Applicant
682-719-5802



Community Meeting Flyer.png
2094K

Invitation to Community Meeting for Infinite Minds Public Charter School

Rachel King <rachel@infinitemindstx.org>

Thu, Oct 5, 2023 at 10:38 AM

To: DAVID.COOK@house.texas.gov

Cc: charterapplication@tea.texas.gov

Dear Texas Representative David Cook,

I hope you are doing well. My name is Rachel King, and I am writing to invite you to an important community meeting for Infinite Minds, a Generation 29 Public Charter School applicant. This meeting aims to introduce our charter school, its sponsoring entity, the proposed superintendent, and the dedicated board members passionately committed to transforming education in our community.

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Founder, Proposed Superintendent
Infinite Minds Public Charter School Applicant
682-719-5802



Community Meeting Flyer.png
2094K

Invitation to Community Meeting for Infinite Minds Public Charter School

Rachel King <rachel@infinitemindstx.org>

Thu, Oct 5, 2023 at 11:04 AM

To: tan.parker@senate.texas.gov

Cc: charterapplication@tea.texas.gov

Dear Texas Senator Tan Parker,

I hope you are doing well. My name is Rachel King, and I am writing to invite you to an important community meeting for Infinite Minds, a Generation 29 Public Charter School applicant. This meeting aims to introduce our charter school, its sponsoring entity, the proposed superintendent, and the dedicated board members passionately committed to transforming education in our community.

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Thank you for your time and consideration. We hope to see you on October 14th!

Warm regards,

Rachel King
Founder, Proposed Superintendent
Infinite Minds Public Charter School Applicant
682-719-5802



Community Meeting Flyer.png
2094K

Invitation to Community Meeting for Infinite Minds Public Charter School

Rachel King <rachel@infinitemindstx.org>

Thu, Oct 5, 2023 at 11:05 AM

To: brian.birdwell@senate.texas.gov

Cc: charterapplication@tea.texas.gov

Dear Texas Senator Brian Birdwell,

I hope you are doing well. My name is Rachel King, and I am writing to invite you to an important community meeting for Infinite Minds, a Generation 29 Public Charter School applicant. This meeting aims to introduce our charter school, its sponsoring entity, the proposed superintendent, and the dedicated board members passionately committed to transforming education in our community.

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Thank you for your time and consideration. We hope to see you on October 14th!

Warm regards,

Rachel King
Founder, Proposed Superintendent
Infinite Minds Public Charter School Applicant
682-719-5802



Community Meeting Flyer.png
2094K

Invitation to Community Meeting for Infinite Minds Public Charter School

Rachel King <rachel@infinitemindstx.org>

Thu, Oct 5, 2023 at 11:07 AM

To: ramon.romero@house.texas.gov

Cc: charterapplication@tea.texas.gov

Dear Texas Representative Ramon Romero,

I hope you are doing well. My name is Rachel King, and I am writing to invite you to an important community meeting for Infinite Minds, a Generation 29 Public Charter School applicant. This meeting aims to introduce our charter school, its sponsoring entity, the proposed superintendent, and the dedicated board members passionately committed to transforming education in our community.

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Warm regards,

Rachel King
Founder, Proposed Superintendent
Infinite Minds Public Charter School Applicant
682-719-5802



Community Meeting Flyer.png
2094K

Invitation to Community Meeting for Infinite Minds Public Charter School

Rachel King <rachel@infinitemindstx.org>

Thu, Oct 5, 2023 at 11:09 AM

To: nate.schatline@house.texas.gov

Cc: charterapplication@tea.texas.gov

Dear Texas Representative Nate Schatline,

I hope you are doing well. My name is Rachel King, and I am writing to invite you to an important community meeting for Infinite Minds, a Generation 29 Public Charter School applicant. This meeting aims to introduce our charter school, its sponsoring entity, the proposed superintendent, and the dedicated board members passionately committed to transforming education in our community.

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Warm regards,

Rachel King
Founder, Proposed Superintendent
Infinite Minds Public Charter School Applicant
682-719-5802



Community Meeting Flyer.png
2094K

Invitation to Community Meeting for Infinite Minds Public Charter School

Rachel King <rachel@infinitemindstx.org>

Thu, Oct 5, 2023 at 11:11 AM

To: craig.goldman@house.texas.gov

Cc: charterapplication@tea.texas.gov

Dear Texas Representative Craig Goldman,

I hope you are doing well. My name is Rachel King, and I am writing to invite you to an important community meeting for Infinite Minds, a Generation 29 Public Charter School applicant. This meeting aims to introduce our charter school, its sponsoring entity, the proposed superintendent, and the dedicated board members passionately committed to transforming education in our community.

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682-719-5802



Community Meeting Flyer.png
2094K

Invitation to Community Meeting for Infinite Minds Public Charter School

Rachel King <rachel@infinitemindstx.org>

Thu, Oct 5, 2023 at 11:12 AM

To: Giovanni.capriglione@house.texas.gov

Cc: charterapplication@tea.texas.gov

Dear Texas Representative Giovanni Capriglione,

I hope you are doing well. My name is Rachel King, and I am writing to invite you to an important community meeting for Infinite Minds, a Generation 29 Public Charter School applicant. This meeting aims to introduce our charter school, its sponsoring entity, the proposed superintendent, and the dedicated board members passionately committed to transforming education in our community.

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Founder, Proposed Superintendent
Infinite Minds Public Charter School Applicant
682-719-5802



Community Meeting Flyer.png
2094K

Invitation to Community Meeting for Infinite Minds Public Charter School

Rachel King <rachel@infinitemindstx.org>

Thu, Oct 5, 2023 at 11:13 AM

To: charlie.green@house.texas.gov

Cc: charterapplication@tea.texas.gov

Dear Texas Representative Charlie Green,

I hope you are doing well. My name is Rachel King, and I am writing to invite you to an important community meeting for Infinite Minds, a Generation 29 Public Charter School applicant. This meeting aims to introduce our charter school, its sponsoring entity, the proposed superintendent, and the dedicated board members passionately committed to transforming education in our community.

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Founder, Proposed Superintendent
Infinite Minds Public Charter School Applicant
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Community Meeting Flyer.png
2094K

ATTACHMENT E4

Statement of Impact Notifications

The Statement of Impact Package is the formal opportunity for superintendents and board presidents of traditional school districts to document any impact the proposed charter school might have on the traditional district. While applicants are required to distribute these documents, they are not responsible for ensuring that superintendents or elected officials respond to the Statement of Impact Letters.

Statement of Impact Package

Applicants must send a Statement of Impact Package, consisting of the:

- Statement of Impact Letter
- Statement of Impact Form, and
- Applicant Profile Page

Both the Statement of Impact Letter and Statement of Impact Form are provided behind this coversheet. The Applicant Profile Page is included in the narrative document.

Recipients of Statement of Impact Package

Applicants must send a Statement of Impact Package to each:

- Superintendent and president of the board of trustees of each traditional school district from which the proposed charter school intends to draw students;
- Member of the Texas State Legislature who represents the geographic area(s) to be served by the proposed charter school; and
- Member of the Texas State Board of Education who represents the geographic area(s) to be served by the proposed charter school.

Applicants **must** use the Elected Official Resource List to determine all elected officials. See <https://tea.texas.gov/texas-schools/texas-schools-charter-schools/gen-29-elected-stakeholder-list.pdf>.

Notification Summary Table

Applicants must complete and submit the notification summary table as provided with this attachment coversheet. Do not provide this summary table with the Statement of Impact Package. Applicants must keep all certified mail receipts until the completion of this application cycle. TEA reserves the right to request a copy of all receipts at any time.

Statement of Impact Letter Template

Applicants must send a cover letter to each recipient using the following language.

Dear

This letter is to inform you that INFINITE MINDS SCHOOL intends to submit an application to the Texas Education Agency in response to the Generation Twenty-Nine Open-Enrollment Charter School application process. Statutory guidelines require that applicants send the enclosed Statement of Impact form and a copy of the completed Applicant Profile Page to each district that may be affected by the proposed charter school. Your district is receiving this information because the proposed charter school's designated geographic boundaries overlap with your district's boundary. The proposed charter school's designated geographic boundaries will include the following districts: ARLINGTON ISD, FORT WORTH ISD, HURST-EULESS-BEDFORD ISD, GRAND PRAIRIE ISD, AND MANSFIELD ISD.

The charter application process follows a long timeline with a variety of benchmarks, so all applicants who send notifications may not advance to the recommendation stage. Applicants who have made the cut score and reached the capacity interview phase will be announced in late April and have a greater chance of receiving the commissioner's recommendation. For this reason, a response to this letter may be sent later in the application process. The enclosed Statement of Impact form provides a district with an opportunity to inform the commissioner of whether the proposed charter school may adversely impact it financially or in some other respect. Completed forms should be returned to:

Texas Education Agency
Attention: The New Schools Team
charterapplication@tea.texas.gov

Forms must be received no later than **Friday, May 17, 2024**, for the information to be considered. If you have questions about the process for approval of open-enrollment charter schools, please contact the Division of Authorizing at 512-463-9575 or visit <https://tea.texas.gov/texas-schools/texas-schoolscharter-schools/charter-schools>.

Our application will be available on the Texas Education Agency Charter School webpage on (or around) December 8, 2023.

If you would like a complete application prior to that date, please contact INFINITE MINDS at 682-719-5802.

Sincerely,

Rachel King, CEO of Infinite Minds

Enclosures:

Statement of Impact Form

Applicant Profile Page

GENERATION TWENTY-NINE

OPEN-ENROLLMENT CHARTER APPLICATION

Statement of Impact Form

Name of Proposed Charter School: Infinite Minds School

Physical Address or Target Zip Code: 76010

The sponsoring entity identified above is submitting an application to the commissioner of education for approval to operate an open-enrollment charter school. The name and location, if known, of the proposed charter school are provided below. As required in Texas Administrative Code §100.1005, this notification must be sent to the superintendent and the board of trustees of each traditional district from which the proposed school intends to draw students, and to each member of the legislature that represents the geographic area to be served by the proposed school.

A school district may submit this form to provide the commissioner with information relating to any financial difficulty that a loss in enrollment may have on the district, and any other information that a district wishes to share with the commissioner. Responses may be sent later in the application process once advancing applicants are announced. For more information about the proposed charter, please contact the sponsoring entity.

Should you choose, to respond, return the completed form no later than **Friday, May 17, 2024**, to charterapplication@tea.texas.gov.

FOR DISTRICT USE ONLY

District Name: _____

CDN: _____

Check the appropriate response below:

- ☐ The proposed open-enrollment charter school is not expected to adversely impact the district to a significant degree.
- ☐ The proposed open-enrollment charter school is expected to adversely impact the district to a significant degree.

Please attach any additional descriptions, clarifications, or supporting documentation with your response.

Superintendent (signature)

Board President (signature)

Superintendent (name)

Board President (name)

Date

Date

Gen 29 Charter Application

APPLICANT PROFILE

Name of Proposed Charter School	Infinite Minds
Name of Sponsoring Entity	Infinite Minds School
[Select entity type from drop-down menu]	Entity is a 501(c)(3) Nonprofit Organization

Contact Information

Contact Name	Rachel King	Board Chair	Lyn Scott
Email Address	infinitemindstx@gmail.com	Superintendent	Rachel King
Phone Number	682-719-5802		

Facility Location(s)

Number Campuses Requested (Y1-5):	1	Anticipated Zip Code for Each Campus (Y1)	76010
Addresses for all <u>known</u> campuses (Y1-5):			

Enrollment Projections

Maximum Enrollment Requested:	483	Specific Grades Served (Years 1-5):	Kinder-6th
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	EE3	PK4	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total
Year 1			69	69	69											207
Year 2			69	69	69	69										276
Year 3			69	69	69	69	69									345
Year 4			69	69	69	69	69	69								414
Year 5			69	69	69	69	69	69	69							483

Application Support Services and Fellowships

Identify all Support Services and Fellowships associated with this application cycle. Input name of organization/program or individual(s) and services were paid or unpaid.	Texas Charter School Incubator Texas Public Charter Schools Association EDreimagined
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Notification Summary Table

Applicants must submit the following table with this attachment.

District Name or Number	Recipient Title	Recipient Name	Mailing Address	Certified Mail Receipt Number
District 90	Texas House Representative	Ramon Romero	3663 Airport Freeway, Suite 102 Fort Worth, TX 76111	70221670000314670662
District 91	Texas House Representative	Stephanie Klick	6851 NE Loop 820, Suite 230 North Richland Hills, TX 76180	70221670000314670655
District 92	Texas House Representative	Salman Bhojani	Room E2.314 P.O. Box 2910 Austin, TX 78768	70221670000314670648
District 93	Texas House Representative	Nate Schatzline	6642 N Riverside Dr., Suite 620 Fort Worth, Texas 76137	70221670000314670679
District 94	Texas House Representative	Tony Tinderholt	1000 Ballpark Way Suite 310 Arlington, Texas 76011	70221670000314670686
District 95	Texas House Representative	Nicole Collier	101 S. Jennings Suite 103A Fort Worth, Texas, 76104	70221670000314670693
District 96	Texas House Representative	David Cook	309 E. Broad Street Mansfield, TX 76063	70221670000314670709
District 97	Texas House Representative	Craig Goldman	4521 South Hulen Street, Suite 208 Fort Worth, TX 76109	70221670000314670716
District 98	Texas House Representative	Giovanni Capriglione	1100 Bear Creek Parkway Keller, Texas 76248	70221670000314670723
District 99	Texas House Representative	Charlie Green	6713 Telephone Rd Suite 301 Lake Worth, TX 76135	70221670000314670730
District 101	Texas House Representative	Christ Turner	320 Westway Place, Suite 501 Arlington, TX 76018	70221670000314670747
District 9	Texas State Senate	Kelly Hancock	306 W Seventh Street, Suite 508 Fort Worth, TX 76102	70221670000314670754
District 10	Texas State Senate	Phil King	2340 W. Interstate 20, Suite 218 Arlington, TX 76017	70221670000314670761
District 12	Texas State Senate	Tan Parker	600 Parker Square, Suite 250 Flower Mound, TX 75028	70221670000314670778
District 22	Texas State Senate	Brian Birdwell	3900 Arlington Highlands Blvd., Suite 265 Arlington, TX 76018	70221670000314670785
District 23	Texas State Senate	Royce West	5787 S. Hampton Rd., Suite 385 Dallas, TX 75232	70221670000314670792

District Name or Number	Recipient Title	Recipient Name	Mailing Address	Certified Mail Receipt Number
District 11	State Board of Education Member	Patricia Hardy	1109 Roaring Springs Road Fort Worth, TX 76114	70221670000314670808
District 13	State Board of Education Member	Aicha Davis	P.O. Box 4525 Dallas, TX 75208	70221670000314676077
District 14	State Board of Education Member	Evelyn Brooks	3245 Main St., Ste. 235-141 Frisco, TX 75034	70221670000314676084
Arlington ISD	Superintendent	Steven Wurtz	690 E Lamar Blvd Arlington, TX 76011	70221670000314676091
Arlington ISD	Board President	Melody Fowler	690 E Lamar Blvd Arlington, TX 76011	70221670000314676107
Fort Worth ISD	Superintendent	Dr. Angelica Ramsey	7060 Camp Bowie Blvd. Fort Worth, TX 76116	70221670000314676114
Fort Worth ISD	Board President	Dr. Camille Rodriguez	7060 Camp Bowie Blvd. Fort Worth, TX 76116	70221670000314676121
Hurst-Euless-Bedford	Superintendent	Dr. Joe Harrington	1849 Central Dr. Bedford, TX 76022	70221670000314676138
Hurst-Euless-Bedford	Board President	Matt Romero	1849 Central Dr. Bedford, TX 76022	70221670000314676145
Grand Prairie ISD	Superintendent	Linda Ellis	2602 S. Belt Line Road Grand Prairie, TX 75052	70221670000314676152
Grand Prairie ISD	Board President	Emily Liles	2602 S. Belt Line Road Grand Prairie, TX 75052	70221670000314676169
Mansfield ISD	Superintendent	Dr. Kimberley Cantu	605 East Broad Street Mansfield, TX 76063	70221670000314676176
Mansfield ISD	Board President	Courtney Lackey Wilson	605 East Broad Street Mansfield, TX 76063	70221670000314676183
District 109	Texas House Representative	Carl Sherman	103 N. Dallas Avenue Lancaster, Texas 75146	70221670000314676190
District 103	Texas House Representative	Rafael M. Anchia	1111 West Mockingbird Lane Suite 1010 Dallas, TX 75247	70221670000314676220
District 104	Texas House Representative	Jessica Gonzalez	400 South Zang Blvd., Suite 1214 Dallas, Texas 75208	70221670000314676237
District 105	Texas House Representative	Theresa 'Terry' Meza	613 N. O'Connor Rd. Suite # 21B Irving, Texas 75061	70221670000314676244
District 111	Texas House Representative	Yvonne Davis	5787 S. Hampton Rd., Suite 447 Dallas, TX 75232	70221670000314676251

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Lake Worth, TX 76135

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Stephanie Kiek
6651 NE Loop 820 Suite 230
North Richland Hills, TX 76180

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ATTACHMENT E5

Evidence of Community Support

Provide the following documents behind this attachment coversheet:

- Public Meeting Summary; and
- Any evidence of support from intended community stakeholders and/or community partners.

Public Meeting Summary

Applicants must submit the following table with this attachment.

[illegible]



Community Engagement Meetings

Date	Name	Organization	Type of Meeting
1-May	Taryn Sprayberry	Valor Collegiate Academy	1-on-1
1-May	Denise Dela Rosa		1-on-1
10-May	Nabin Timilsina		1-on-1
15-May	Johnathon Kruger	Families Empowered	1-on-1
16-May	Kimberlee Bassa		1-on-1
16-May	Hardik Patnik		1-on-1
18-May	Ayla Dehghanpoor		1-on-1
19-May	Yvette Saucedo		1-on-1
25-May	Jay Wesley	Kroot	1-on-1
31-May	Trenace Dorsey	Parent Shield	1-on-1
1-Jun	Kendall Jackson & Chelsie Manley	Spectrum	Meeting
14-Jun	LaDeborah Sneed		1-on-1
27-Jun	Aide Carrasco	Families Forward	1-on-1
28-Jun	Trenace Dorsey	Parent Shield	1-on-1
28-Jun	Willie Rankin	Child Care Associates	1-on-1
30-Jun	Brian Renteria	Texas Wesleyan University	1-on-1
5-Jul	Kaylan Dixon	Thomson & Horton LLP	1-on-1
5-Jul	Katrina Martinez	Big Picture Learning	1-on-1
5-Jul	Courtney Hale	Super Money Kids Co.	1-on-1
26-Jul	Lesley Austin, Deputy Superintendent	Trinity Basin Preparatory	1-on-1
31-Jul	Johnathon Kruger		1-on-1
1-Aug	City Council Meeting	City of Arlington	Community event
4-Aug	Greater Chamber of Commerce	Greater Chamber of Commerce	State of the District-AISD
7-Aug	Cyrus Johnson	InnovaTech law Group	1-on-1
8-Aug	Greater Chamber of Commerce	Business over Breakfast	Community event
16-Aug	Courtney Hale	Super Money Kids Co.	1-on-1
18-Aug	Randy Schaeffer, CEO	Trinity Basin Preparatory	1-on-1
21-Aug	Katrina Martinez	Big Picture Learning	1-on-1
22-Aug	Garry Jones	Democrats for Education Reform	Virtual
24-Aug	Jim Ross	City of Arlington, Mayor	1-on-1
25-Aug	Sajade Miller, Superintendent	Rocketship School	1-on-1
29-Aug	Shante Joseph	Texas A&M - Commerce	1-on-1
30-Aug	Rebecca Boxall, District 5	City of Arlington, City Council	1-on-1
9-Sep	Milly Gomez, Recreation Program Coordinator	East Library and Recreation Center	Community event



Community Engagement Meetings

19-Sep	City of Arlington	Economic Development Meeting	Board Meeting
20-Sep	Oh The Places You'll Make Annual Meeting	Downtown Arlington	Community event
21-Sep	Jim Quick, University Professor Emeritus UTA	Rotary Club of Arlington	Community event
28-Sep	Arlington Tomorrow Foundation- Board Meeting	City of Arlington	Community event
28-Sep	Mayor's Advisory Council	City of Arlington	Community event
28-Sep	Mojy Haddad, President and Founder	CHS Architect, Vice President of Economic Development Board	1-on-1
28-Sep	Ruth Assi, Regional Director	United Way of Tarrant County	1-on-1
29-Sep	Michael Hooten	DSS	1-on-1
3-Oct	Renee Hornbuckle, Pastor	Destiny Pointe Christian Center	Community event
4-Oct	Nikki Hunter, District 3	City of Arlington, City Council	1-on-1
4-Oct	Regina Williams	United Way of Tarrant County	Community event
4-Oct	Dale Dowell	R. Dale Dowell CPA	1-on-1
5-Oct	Dr. Bill Coppolla	President of Tarrant County College, Board Chair of Mayor's Education Coalition	1-on-1
7-Oct	Hispanic Heritage Month Celebration	George Hawkes Downtown Library	Community event
11-Oct	Jim Ross	Mayor's Advisory Council	Community event
11-Oct	Denise Wilkerson	Women's Advisory Council	Meeting
14-Oct	Elliott Ngyuen		1-on-1
16-Oct	Florence Lowe	Alpha Genesis Labs	Meeting
17-Oct	Dr. Bill Coppolla	Education Coalition	Meeting
18-Oct	Darmetreis Kilgore	Finding Me Global Academy	1-on-1
23-Oct	Denise Wilkerson	Women's Advisory Council	Meeting
27-Oct	Milly Gomez, Recreation Program Coordinator	Trail or Treat	Community Event
30-Oct	Dale Dowell	R. Dale Dowell CPA	1-on-1

October 24, 2023

Dear Texas Education Agency and/or State Board of Education,

I am writing to endorse and request your approval for the application of Infinite Minds School in our community. As the chair of the Arlington Mayor's Education Coalition, I believe that Infinite Minds School will be a transformative asset that would support our growing community.

Infinite Minds School is poised to support education in Arlington. Its unwavering commitment to an environment that fosters personalized learning, mental health support, and experiential education to serve neurodivergent, immigrant, and children of color in our community directly aligns with the aspirations and demands of our community.

By granting approval to Infinite Minds School, we stand to reap numerous benefits:

1. Empowering children with the skills and knowledge needed to thrive in the 21st century.
2. Fostering an environment that reflects the richness of our community.
3. By incorporating community service into the curriculum, Infinite Minds instills a strong sense of social responsibility in its students. This not only benefits the community through various projects and initiatives but also cultivates empathy, leadership skills, and a lifelong commitment to giving back.
4. Genius Hour allows students to explore their passions and interests, fostering a love for learning that extends beyond traditional subjects. This approach encourages critical thinking, problem-solving, and creativity, ultimately preparing students for a rapidly changing world and more...

Infinite Minds School would not only be a wonderful addition to the Mayor's Council, but also to our community. I respectfully request your approval of their application and urge you to consider the profound positive transformation that Infinite Minds School can bring to our community.

Please do not hesitate to contact me at [REDACTED] or 817-515-3001 if you require any further information.

Thank you for considering my support for Infinite Minds. It is important that parents have multiple choices to meet their children's educational needs.

Sincerely,

A handwritten signature in dark ink, appearing to read 'William Coppola', with a long, sweeping horizontal line extending to the right.

William Coppola, Ph. D

Chair of Arlington Mayor's Education Coalition

Dear Texas Education Agency and/or State Board of Education,

I am writing to endorse and request your approval for the application of Infinite Minds School in our community. As a parent, resident of Tarrant County, and educator, I firmly believe that Infinite Minds School is not only a necessity but also a transformative asset that our community urgently needs.

My name is Meca Hill. I was raised in Tarrant County, went to Tarrant County Schools, and have taught in Tarrant County for the last eight and a half years. I have seen the need for great schools in my community for years. Our kids deserve to have a school in their community that meets all their needs, I believe Infinite Minds will do just that. As an early elementary classroom teacher and Dyslexia specialist I see how student learning needs vary and require personalized support. Infinite Minds model is exciting for me as an educator and students because the personalized learning plans and genius hour will provide an opportunity for students to get their needs met, but at the same time explore what they are most interested in.

Infinite Minds School is poised to support education in Arlington. Its unwavering commitment to environment that fosters personalized learning, mental health support, and experiential education to better serve neurodivergent, immigrant, and children of color in our community directly aligns with the aspirations and demands of our community.

By granting approval to Infinite Minds School, we stand to reap numerous benefits:

1. Empowering our children with the skills and knowledge needed to thrive in the 21st century.
2. Fostering an environment that reflects the richness of our community.
3. By incorporating community service into the curriculum, Infinite Minds instills a strong sense of social responsibility in its students. This not only benefits the community through various projects and initiatives but also cultivates empathy, leadership skills, and a lifelong commitment to giving back.
4. Genius Hour allows students to explore their passions and interests, fostering a love for learning that extends beyond traditional subjects. This approach encourages critical thinking, problem-solving, and creativity, ultimately preparing students for a rapidly changing world and more...

I am truly excited about the extraordinary potential that Infinite Minds School represents for Arlington and its residents. I respectfully request your approval of their application and urge you to consider the profound positive transformation that Infinite Minds School can bring to our community.

Please do not hesitate to contact me at [REDACTED] or 817-296-6932 if you require any further information or if there are any opportunities for collaboration to ensure the success of Infinite Minds School.

Thank you for considering my endorsement and request for approval. I am eagerly anticipating the life-changing impact that Infinite Minds School will have on the educational landscape of our beloved community.

Sincerely,

Meca Hill

Parent, Resident of Tarrant County, and Educator

A handwritten signature in dark ink, appearing to read 'Meca Hill', with a stylized, flowing script.

Dear Texas Education Agency and/or State Board of Education,

I am writing to endorse and request your approval for the application of Infinite Minds School in our community. As a Darmetreis Kilgore/representative of Finding Me Academy Global, Inc., I firmly believe that Infinite Minds School is not only a necessity but also a transformative asset that our community urgently needs.

Finding Me Academy Global is dedicated to the global development of youth who are committed to discovering their purpose.

Infinite Minds School is poised to support education in Arlington. Its unwavering commitment to environment that fosters personalized learning, mental health support, and experiential education to better serve neurodivergent, immigrant, and children of color in our community directly aligns with the aspirations and demands of our community.

By granting approval to Infinite Minds School, we stand to reap numerous benefits:

1. Empowering our children with the skills and knowledge needed to thrive in the 21st century.
2. Fostering an environment that reflects the richness of our community.
3. By incorporating community service into the curriculum, Infinite Minds instills a strong sense of social responsibility in its students. This not only benefits the community through various projects and initiatives but also cultivates leadership skills and a lifelong commitment to giving back.
4. Genius Hour allows students to explore their passions and interests, fostering a love for learning that extends beyond traditional subjects. This approach encourages critical thinking, problem-solving, and creativity, ultimately preparing students for a rapidly changing world and more...

I am truly excited about the extraordinary potential that Infinite Minds School represents for Arlington and its residents. I respectfully request your approval of their application and urge you to consider the profound positive transformation that Infinite Minds School can bring to our community.

Please do not hesitate to contact me at [REDACTED] if you require any further information or if there are any opportunities for collaboration to ensure the success of Infinite Minds School.

Thank you for considering my endorsement and request for approval. I am eagerly anticipating the life-changing impact that Infinite Minds School will have on the educational landscape of our beloved community.

Sincerely,

Darmetreis Kilgore

President and CEO

Finding Me Academy Global, Inc.

Aide Carrasco

October 27, 2023

To whom this may concern,

It is a pleasure to recommend the launch of Infinite Minds in Arlington, Texas. I'm a Charter school parent, a former employee at IDEA Public Schools, and a School Organizer/Parent advocate for charter school parents in Fort Worth. During my past roles, I have experienced overall all the passion and importance of having accessible, high-quality schools in our communities.

I have been an IDEA public school parent since 2019, and I commute 15 miles daily for my children to attend IDEA. My neighborhood should be able to have accessible education, and I shouldn't need to drive that commute every day. When I heard about the Infinite Minds webinar and was informed that the area Infinite Minds wanted to launch didn't have a charter school, I felt the need to write this letter. Parents should have an option about what quality of education needs their children. Working at IDEA supporting recruiting also developed my passion for advocating for other parents, noticing that my community was not informed of different options and charter schools. Parents were unaware of what a high-quality school resembles and lived day by day confiding in their neighborhood school. As a parent and community member, we need more schools launching in our communities where children can be successful and have a positive experience.

A positive educational experience needs to be the first expectation for any child's development. I have two children with IEPs, which required me to develop strategies for my child's learning experience. For example, my 4th grader needs constant brain breaks and reflection, and she will not engage if it is not a positive class culture. On a good day, usually, it's her Art and Science Days, she comes home full of excitement and positivity to share all the hands-on activities she participated in the day. Her joy for learning and confidence has made her a more positive student eager to learn. Her good days are what children like her need to be confident and have a positive school community like Infinite Minds that will develop children similar to Violeta.

I highly recommend the approval of Infinite Minds for children like Violeta, for parents like myself that are seeking options for a high-quality school for children and for our community, they deserves the CHOICE of receiving a positive high quality school.

Sincerely,

Aide Carrasco
Aide Carrasco

Lesley Austin, Ed. D.

Deputy Superintendent of Schools

Trinity Basin Preparatory

2730 N. Hwy 360

Grand Prairie, TX 76050

October 25, 2024

Regarding:

Rachel King

Infinite Minds Application

Dear Texas Education Agency and/or State Board of Education,

I am writing to endorse and request your approval for the application of Infinite Minds School in our community. As representative of Trinity Basin Preparatory, a public charter school organization, I firmly believe that Infinite Minds School is not only a necessity but also a transformative asset that our community urgently needs.

It is with great enthusiasm and confidence that I provide this endorsement. I have had the privilege of working closely with Infinite Minds representative, Rachel King, over the last year and have witnessed their unwavering dedication to education and their remarkable ability to effect positive change within the field. I worked in partnership with Rachel King over the last year while she began her application. As Chief Academic Office and now Deputy Superintendent of Schools our CMO serves 13 schools, including one in Arlington, and I oversee our Education, Human Resources and Operations departments.

Infinite Minds School is poised to support education in Arlington. Its unwavering commitment to environment that fosters personalized learning, mental health support, and experiential education to better serve neurodivergent, immigrant, and children of color in our community directly aligns with the aspirations and demands of our community.

By granting approval to Infinite Minds School, we stand to reap numerous benefits:

1. Empowering children with the skills and knowledge needed to thrive in the 21st century.
2. Fostering an environment that reflects the richness of our community.
3. By incorporating community service into the curriculum, Infinite Minds instills a strong sense of social responsibility in its students. This not only benefits the community through various projects and initiatives but also cultivates empathy, leadership skills, and a lifelong commitment to giving back.

4. Genius Hour allows students to explore their passions and interests, fostering a love for learning that extends beyond traditional subjects. This approach encourages critical thinking, problem-solving, and creativity, ultimately preparing students for a rapidly changing world and more...

I am truly excited about the extraordinary potential that Infinite Minds School represents for Arlington and its residents. I respectfully request your approval of their application and urge you to consider the profound positive transformation that Infinite Minds School can bring to our community.

Please do not hesitate to contact me if you require any additional information or have further questions at [REDACTED] I am more than willing to support this endeavor in any way I can.

Sincerely,

Lesley Austin

Dr. Lesley Austin

Deputy Superintendent of Schools

Trinity Basin Preparatory

Email: [REDACTED]

[REDACTED]

October 30, 2023

Dear Texas Education Agency & State Board of Education: Request the approval for Infinite Minds.

I am writing this letter in support and eager desire for Infinite Minds. I understand the need for a school such as this is essential when it comes to the mental and emotional health of our youth as well as their academic success. I have had the privilege to attend a few of the events and was highly impressed with the information given and watching children ranging from extremely shy to extremely outspoken positively blossom individually and uniquely after only an hour-long demonstration of What is being proposed as Genius hour. As a social worker by profession, I have worked with countless children, and have firsthand experience with how children that feels emotionally and psychologically safe show up for themselves, especially in a school setting, versus children who do not. Infinite Minds model makes mental and emotional wellness a priority, and in my professional experience and opinion, that is a child's major key to success not only in the classroom but in life.

In addition to being a social worker, I am a mother of 4. My oldest son is 3 and presents with the possibility of being neurodivergent. The diagnosis alone is scary. As I began to search for resources for him in the form of education, my fears only increased. I didn't feel that there was any place that allowed my son inclusion and the ability to be anything but a diagnosis with a face. Going to an information session about Infinite Minds, its model and mission statement, and even its creation at the time only being a possibility allowed me to breathe, finally able to see a bit of light and a lot of hope. To have a place where my son will be able to learn, while being exactly who he is, knowing that his differences will not only be accepted but celebrated and he will not just be a statistical face filling a classroom. Most importantly he will be included and not separated from his peers or placed in a classroom where the label alone ostracizes him from his peers.

I sincerely hope that the Texas Education Agency and State Board of Education, really understand that Infinite Minds isn't just a desire. Infinite Minds is a need. If we care about our youth, the buildings that they are obligated to go to and learn should exemplify that. Please approve Infinite Minds.

Sincerely,

A handwritten signature in black ink, appearing to be 'Jup' or similar, written over a black rectangular redaction box.

Subject: Letter of Support for Infinite Minds From Community Members

Dear Members of the Texas Education Agency and the State Board of Education,

I attended the recent community meeting regarding Infinite Minds and am writing to express our strong support for the establishment of this innovative educational institution. Having had the opportunity to learn about the mission, vision, and educational approach of Infinite Minds, we are excited about the positive impact it can have on our community and the broader educational landscape.

I am impressed with the commitment of the school's leadership to creating a learning environment that fosters intellectual curiosity, critical thinking, and a sense of social responsibility. The emphasis on personalized learning, experiential education, and interdisciplinary connections resonated with us, as it aligns with our aspirations for a well-rounded education for our children.

Furthermore, we believe that the Infinite Minds leadership team, including the proposed Superintendent, Rachel King, brings a wealth of experience and a strong vision for academic excellence. Their dedication to addressing academic gaps and elevating content mastery, especially among diverse student populations, is both commendable and essential in today's educational landscape.

I wholeheartedly support the establishment of Infinite Minds and request that you consider their application favorably. We believe that this institution has the potential to become a valuable asset to our community, offering our children a high-quality education that prepares them for success in the 21st century.

We trust that the Texas Education Agency and the State Board of Education will carefully evaluate the merits of Infinite Minds and recognize the positive impact it can make on our community and the future of our children.

Thank you for your attention and consideration.

Sincerely,

Kendall Jackson

October 26, 2023

Dear Texas Education Agency and/or State Board of Education,

I am writing this letter to express my strong support for Infinite Minds, an innovative and visionary educational initiative led by Rachel King and the Board. Having had the privilege of learning about this proposed school, I believe this school will have a very positive impact on education in our community.

Infinite Minds is dedicated to providing a nurturing learning environment that is firmly rooted in the values of personalized education, mental health support, and experiential learning. Their commitment to addressing the diverse needs of neurodivergent, immigrant, and children of color is both commendable and essential in our increasingly diverse and complex society.

I am particularly impressed by the focus on their model to foster a love for learning. The emphasis on building trust-based relationships between students, staff, and caregivers is an essential component of their approach, promising to yield high academic outcomes and positively impact our community.

I believe that the mission and vision of Infinite Minds align closely with our shared goals for the betterment of education and empowerment of our youth. I wholeheartedly endorse their endeavors and pledge my support in their efforts to create a brighter future for our children.

I am more than willing to answer any questions or provide further information as needed to support Infinite Minds in their mission. I look forward to witnessing the positive impact they will undoubtedly have on our community.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jacob Stainbrook', with a stylized, cursive script.

Jacob Stainbrook
Executive Director
SustainED Leaders



10/31/2023

Dear Members of the Texas Education Agency and State Board of Education,

I had the opportunity to attend a community meeting regarding Infinite Minds and I am writing to express strong support for this amazing innovative educational institution.

I was able to listen, learn and ask questions about the mission, vision, and educational approach of Infinite Minds. This is going to have such a powerful positive impact on the community and our future. The commitment of the school's leadership to creating a learning environment that fosters intellectual curiosity, critical thinking, and a sense of social responsibility is nothing less than admirable. This type of learning environment is crucial for this age group and the next generation of learners.

The Infinite Minds leadership team and the proposed Superintendent, Rachel King, brings a wealth of experience and a strong vision for academic excellence. Their dedication to this school and the teaching, while addressing educational challenges and gap is unmatched. Elevating content mastery is crucial to today's educational landscape.

I could only wish I had this type of learning opportunity when I was in school, but now 40 years later this amazing experience is available for our grandchildren.

I believe Infinite Minds will take education to the next level of learning. The goals and visions they have for our children are like none other I have seen or heard before. As you receive the application, please wholeheartedly support this school. The community wants this for their future Leaders, future Teachers, future Physicians, Attorneys, and Business owners. Not only do they want this, but they also need this high -quality education to prepare them for life.

Sincerely,
Valarie Roberts-Allen

Valarie Roberts-Allen

Dear Rachel King,

I am a retired elementary educator of 32 years with the Los Angeles Unified School District. I have a Multiple Subject credential, Language Development Specialist credential and a Bilingual Bicultural Credential. I've taught all grades from TK through 5th and I loved my career.

I want you to know that I was very impressed with your presentation regarding the opening of your school, Infinite Minds. I found your ideas and plans to be very thorough and well thought through. Your passion and commitment to providing a well rounded education to the students is commendable. I was especially happy to see that you are planning to provide the appropriate auxiliary services to meet the various needs of students, i.e. IEPs, 504 plans, counseling, bilingual needs and addressing behavioral issues.

Thank you for pursuing your vision which will be a great benefit to your students, their families and the community. There will be many challenges especially in the beginning. I believe you have a strong foundation to build upon and the fortitude to succeed. I wish you the best in your endeavors.

Best regards,

Iris Van Sciver-Cox

A handwritten signature in black ink, appearing to read "Iris Van Sciver-Cox". The signature is fluid and cursive, with the first name "Iris" being the most prominent.

10/30/2023

████████████████████
Director- Skills and Fitness Day Habilitation Center
2350 E Mayfield Rd
Arlington, TX 76014

10/30/2023

Texas Education Agency
1701 N Congress Ave
Austin, TX 78701

Texas Board of Education
1701 N Congress Ave
Austin, TX 78701

Subject: Letter of Recommendation for Approval of "Infinite Minds" Charter School in
Arlington, Texas

Dear Members of the Texas Education Agency and the Texas Board of Education,

I wholeheartedly recommend approving the application to establish "Infinite Minds" Charter School in Arlington, Texas. As an educator and advocate for quality education, selecting this charter school will be a significant step towards enhancing the educational landscape within Arlington and providing students with an unparalleled educational experience.

"Infinite Minds" Charter School is poised to become a pioneer in the field of education, offering a unique approach to learning that combines rigorous academic standards with innovative teaching methodologies. The school's mission is to foster a love for learning, critical thinking skills, and holistic development among its students. By embracing a learner-centered approach, Infinite Minds aims to empower students to become self-driven, lifelong learners well-prepared to face the challenges of the 21st century.

The core values of Infinite Minds, including academic excellence, community engagement, and personalized instruction, align closely with the principles outlined by the Texas Education Agency. The charter school's curriculum will be designed to meet and exceed the state's educational standards, ensuring that students receive a comprehensive education that prepares them for higher education and future careers. Additionally, Infinite Minds is committed to fostering a supportive and inclusive learning environment that celebrates the uniqueness of each student and promotes a sense of belonging and respect for all.

Arlington, as one of the fastest growing cities in Texas, requires diverse educational options to cater to the varying needs and interests of its student population. The approval of Infinite Minds Charter School would address this need and provide families with a choice in education. The school's emphasis on innovation, technology integration, and project-based learning will offer students an engaging and future-focused educational experience that prepares them for the ever-evolving demands of the modern world.

Furthermore, Infinite Minds Charter School will be the first charter school to open its doors in this community of Arlington, further enriching the educational landscape of the city. By approving this application, the Texas Education Agency and the Texas Board of Education will not only support the growth and development of the charter school sector but also demonstrate a commitment to fostering educational innovation and providing students with diverse educational opportunities.

I have had the privilege of reviewing the application for Infinite Minds Charter School and have been thoroughly impressed by the vision, dedication, and expertise of the founders and team behind this initiative. Their experience in education, combined with their passion for student success, makes them well-equipped to establish and operate a high-quality educational institution.

Enrolling my boys in a charter school education, such as "Infinite Minds" Charter School, will provide them numerous benefits that will shape their educational journey and personal growth. Charter schools offer innovative and tailored approaches to learning, ensuring that my children receive individual attention and personalized instruction. With smaller class sizes and a focus on student engagement, charter schools foster a nurturing and supportive learning environment that encourages active participation and academic success. The model of Infinite Minds will be designed to cultivate critical thinking skills, creativity, and problem-solving abilities, empowering my boys to become independent learners and lifelong achievers. Through a well-rounded education that combines academic rigor with character development and extracurricular opportunities, a charter school education will provide the boys with the foundation they need to excel academically, develop strong leadership skills, and thrive in their future endeavours.

In conclusion, I wholeheartedly recommend approving the application to establish "Infinite Minds" Charter School in Arlington, Texas. The school's innovative approach to education, commitment to academic excellence, and dedication to student development make it a valuable addition to the educational landscape of Arlington that I call home. Approving this application will not only benefit the students and families in the community but also contribute to the overall advancement of education in the state of Texas.

Thank you for your time and consideration. If you require any additional information or have any questions, please do not hesitate to contact me at [REDACTED]

Thank You,
[REDACTED]

A handwritten signature in black ink, appearing to read "John", with a stylized flourish at the end.

Texas Education Agency (TEA)
State Board of Education (SBOE)

Subject: Letter of Support for Rachel King as Superintendent of Infinite Minds

Dear Members of the Texas Education Agency and the State Board of Education,

I am writing this letter to offer my enthusiastic support for Rachel King as the proposed Superintendent of Infinite Minds. Having worked closely with Rachel during the recruitment and selection process for the school's governing board, I have had the privilege of gaining deep insights into her qualifications, dedication, and vision for educational leadership.

Throughout the recruitment process, I was thoroughly impressed with her commitment to educational excellence, her ability to inspire and collaborate with diverse stakeholders, and her unwavering dedication to fostering a nurturing and academically rigorous environment for students.

Infinite Minds is poised to make a significant impact on the field of education, and I firmly believe that Rachel's leadership will be instrumental in achieving the school's mission and goals. Her strategic thinking, innovative approach, and proven track record in education make her an exceptional candidate for this important position.

I have every confidence that she will serve as an exemplary Superintendent for Infinite Minds, effectively guiding the school to success, and making a profound and positive impact on the students, families, and the broader community.

I strongly urge the Texas Education Agency and the State Board of Education to consider her application favorably.

Thank you for your time and consideration.

Sincerely,

Alina Mitchell

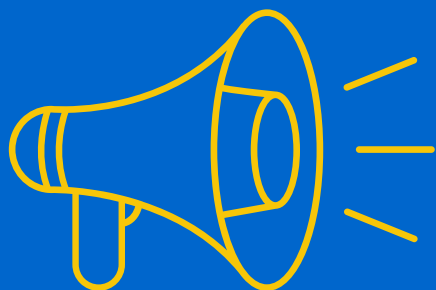
Texas-based Talent and Education Professional



**INFINITE
MINDS**

Inspiring Limitless Learning

Launching with K-2
**eventually up to K-8!*



**EMPOWER YOUR
CHILD'S EDUCATION**



YOU ARE INVITED
BUILD YOUR IDEAL SCHOOL:
HELP NURTURE
TOMORROW'S VISIONARY
LEADERS

WHO?

Infinite Minds K-2 Education: Inspiring Limitless Learning

- Infinite Minds is an experiential educational environment that honors the humanity of all and cherishes the community it serves.

WHAT?

Build Your Ideal School: Caregiver Co-Design & Collaboration

WHEN?

August 5th 10:30 a.m. - 12:00 (noon)

WHERE?

Ella Mae Shamblee Library 1062 Evans Ave Fort Worth, TX 76105

WHY?

Cherishing community is a pillar at Infinite Minds. We will gather information from caregivers and children about their hopes and dreams for the future of education/schooling to give agency and advocacy space.

SCAN TO RSVP



CONTACT US:

website: <https://www.infinitemindsfw.org>
email: info@infinitemindsfw.org

8/5/2023

CS CamScanner

Community Co-design Session

5
Responses

07:43
Average time to complete

Active
Status

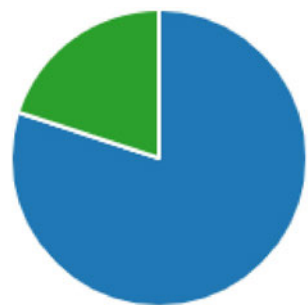
1. It will be helpful to know if the person responding is a parent, teacher, and/or school leader.
Please select all that apply:

Parent	2
Teacher	2
Student	1
Administrator	1



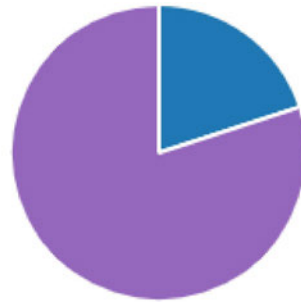
2. Based on the information today, I would send my child to Infinite Minds?

Yes	4
No	0
Maybe	1



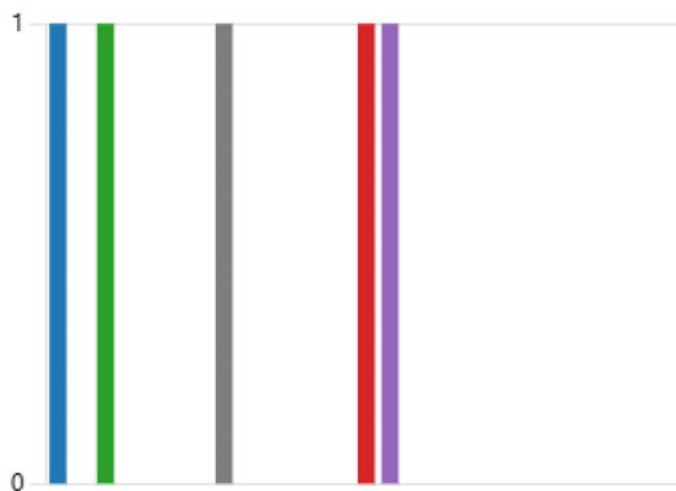
3. I felt heard after the "Build the Ideal School" activity and discussion.

Strongly Disagree	1
Disagree	0
Neutral/ No opinion	0
Agree	0
Strongly Agree	4



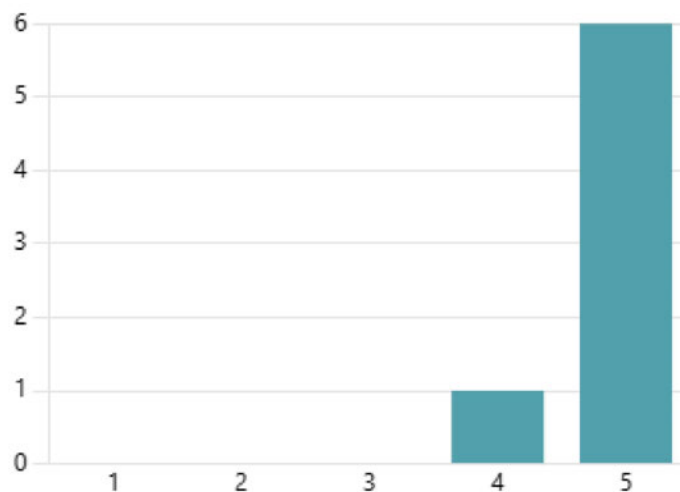
4. Re"Build your ideal school" with top 3 qualities

Mental Health Supports	1
Multiple Attempts at learning	0
Challenging Work	1
Equal access to career opportun...	0
Opportunities For Connection	0
Physical Wellness	0
Opportunities to connect with t...	0
Teachers Are Coaches	1
Hands-on Learning	0
Multi-Subject Learning	0
Student Choice	0
Celebrating Diverse Identities	0
Culturally Relevant Learning	0
Multiple Language Offerings	1
Social Justice Opportunities	1
Multiple Learning Spaces	0
Mixed Age Classes	0
Mentorship	0
Conflict Mediation	0
Flexible Scheduling	0
Technology Supported Learning	0
Personalized Learning Plans	0
Tutoring	0
Nature-based learning	0
Place-Based Education	0
Small Class Sizes	0
Arts Integration	0



9. On a scale of 1-5, 1 being the lowest and 5 being the highest how valuable do you believe community partnerships are in school?

4.86
Average Rating



10. How would you like parent to school partnership to look, sound, and feel?

6
Responses

Latest Responses

"I appreciate when my kids teachers report the great things the...

"Communication is key when it comes to building a relationshi...

5. I want to learn more about...

5
Responses

Latest Responses

"The upcoming steps & processes to continue in heeling Infinite ...

"Infinite Minds possibilities "

"Wellness for staff "

6. If Infinite Minds was opening this year, what questions do you still have about the school?

5
Responses

Latest Responses

"Diversity of Staffing & multiple languages courses"

"How do I sign my son up? "

"How many students will be your cap "

7. If you could choose 3 words to describe your experience at this workshop, what would they be?

5
Responses

Latest Responses

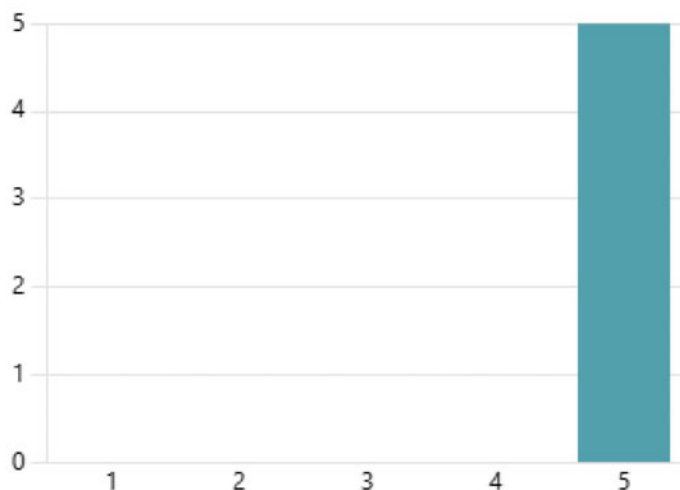
"Honorable, Excited & Encouraged "

"Inspiring, powerful, and awesome"

"Enlighten, honored, informed "

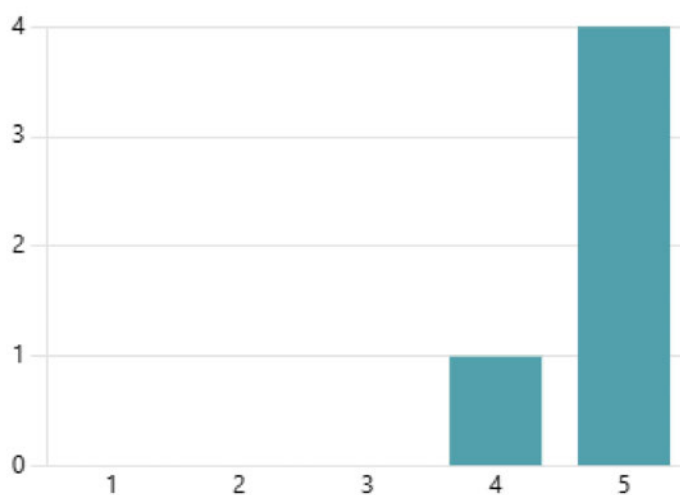
8. The workshop provided a safe and friendly space for me to express my dreams and aspirations for education. On a scale of 1-5, 1 lowest-5 highest.

5.00
Average Rating



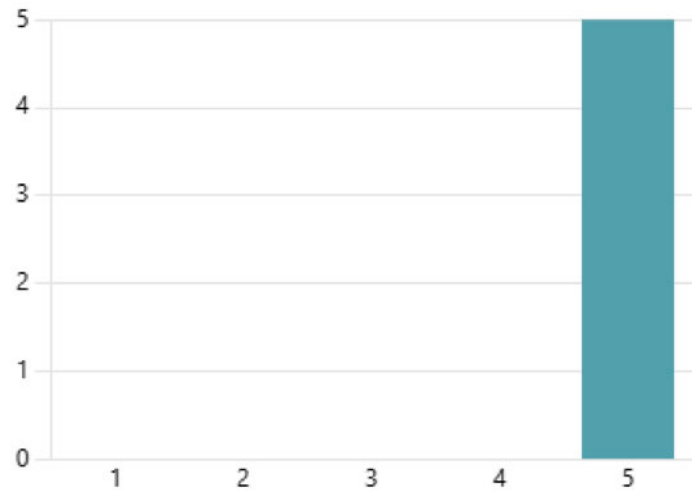
-
9. The Build Your Ideal School cards activity was effective in gathering my feedback on the Infinite Minds model. On a scale of 1-5, 1 lowest - 5 highest

4.80
Average Rating



10. How likely are you to recommend a similar Transcend workshop to a family member or friend? On a scaled of 1-5, 1 very unlikely-5 very likely

5.00
Average Rating





**INFINITE
MINDS**
Inspiring Limitless Learning

Launching with K-2
**eventually up to K-8!*



**CALLING ALL 7-11
YEAR OLDS IN THE
FORT WORTH &
ARLINGTON AREAS**



YOU ARE INVITED
**GENIUS HOUR: COME
SHOW YOUR CREATIVITY**

WHO?

Infinite Minds is a proposed Kinder-8th grade charter school opportunity that aims to unleash students' creativity, hands-on learning, and enrichment of its local and global communities.

WHAT?

Genius Hour- Children ages 7-11 will participate in creative activities, brainteasers, & a building project

WHEN?

08/26 from 11:30 am- 12:30pm - RSVP ASAP for this event via text/email to infinitemindstx@gmail.com

WHERE?

Location: Summerglenn Branch Library located at 4205 Basswood Blvd Fort Worth Texas 76137

WHY?

The founder of Infinite Minds School wants to hear from students! What do you love about school? What would you change about it?

Students will have the opportunity to participate in discussions about school with other children while also engaging in puzzles, a project, and creative brainstorming.

Caregivers will get to see their students present their work at the end of the Genius Hour!

CONTACT US:

website: <https://www.infinitemindstx.org>
email: info@infinitemindstx.org

Infinite Minds Genius Hour

8/26/2023

Parent Name	Student Name	Age	Photos (Y/N)
[REDACTED] Hollins	[REDACTED] Dream Hollins	13 & 4	Y
[REDACTED]	A [REDACTED] ne G.	3 & 4	Y
[REDACTED]	[REDACTED] ng	9	Y
S [REDACTED] son	[REDACTED] son	10	Y
[REDACTED]	T [REDACTED]	6	Y
[REDACTED]	[REDACTED]	16 12 2 1	Y
A [REDACTED]	[REDACTED] son	8	Y
F [REDACTED]	[REDACTED] son	11	Y
T [REDACTED]	[REDACTED] hell	8	Y

S [REDACTED] [REDACTED] 16 Y
 A [REDACTED] [REDACTED] 10 Y
 [REDACTED] [REDACTED] 9 Y

Post Genius Hour feedback survey

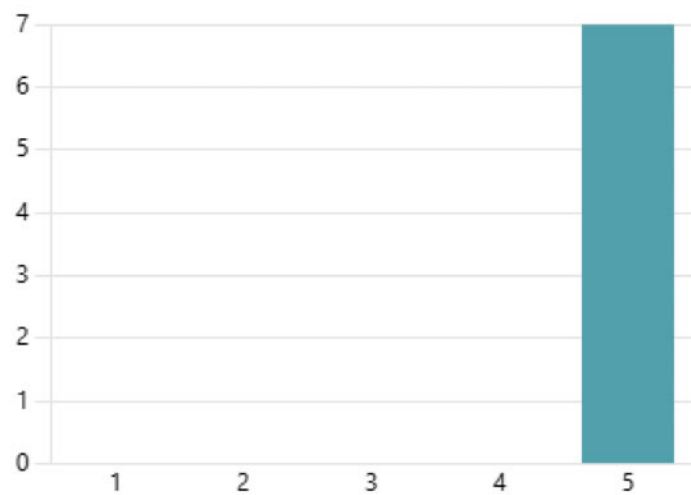
7
Responses

02:46
Average time to complete

Active
Status

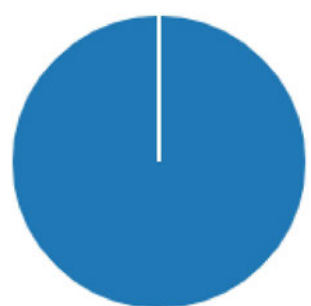
1. Overall, how satisfied are you with the event?

5.00
Average Rating



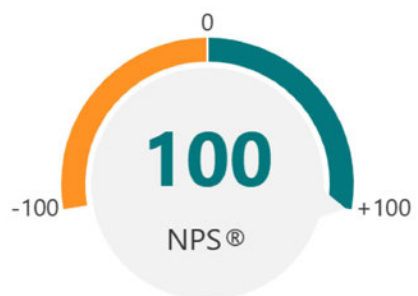
2. Is this your first time attending an event like this?

Yes	7
No	0



3. How likely are you to recommend the event to a friend or colleague?

Promoters	7
Passives	0
Detractors	0



4. What did you like most about the event?

7
Responses

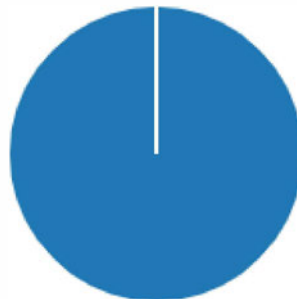
- Latest Responses
- "The activities and engagement "
 - "That gives and the fact that everyone is participating and havi..."
 - "The experience the kids had working together. "

5. How could the event be improved?

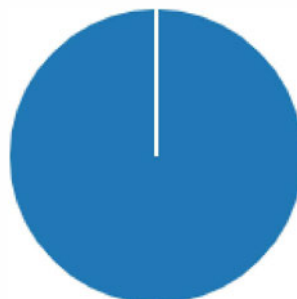
6
Responses

- Latest Responses
- "N/a"
 - "N/A"

6. Would you be open to exploring a school model that nurtures creativity daily, in this way?



7. Do you believe that schools should prioritize teaching and practicing skills related to managing emotions and building positive relationships?



8. Please provide your email address if you would like us to contact you about your feedback.

5
Responses

Latest Responses



National Night Out 10/3/2023

Name	Email address	Kids Ages
[REDACTED]	[REDACTED]@gmail.com	4
Jenora Davidson	te [REDACTED]@gmail.com	3 + 5
[REDACTED]	info [REDACTED]@gmail.com	HAKing Innovation
[REDACTED]	Con [REDACTED]@gmail.com	Potential school location
Pastor [REDACTED]	[REDACTED]@gmail.com	[REDACTED]
[REDACTED]	ster [REDACTED]@gmail.com	[REDACTED]
[REDACTED]	Rnd [REDACTED]@gmail.com	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]

STEAM
Pastor
Epps

Hispanic Heritage Celebration 10/7/23

Name / Nombre	Phone / Email / Telefono	Age of Children / Edad de los niños
C. [redacted] latthis	710-1547 [redacted] @att.net	[redacted]
S. [redacted]	817- [redacted] lcivar@yahoo.com	2 kids, both 5 year
M. [redacted]	[redacted] Dep. 34 @mail.com	
S. [redacted]	(817) [redacted] ni.grigsby@msn.com	LP Provider



INFINITE MINDS SCHOOL

COMMUNITY MEETING

Let's Talk about EDUCATION

TOPIC OF DISCUSSION

- INFINITE MINDS' MISSION, VISION, AND SCHOOL MODEL.
- LEARN MORE ABOUT THE PROPOSED SUPERINTENDENT.
- SHARE YOUR THOUGHTS ABOUT PUBLIC EDUCATION.
- A SPACE FOR OPEN DIALOGUE ON THE PROSPECT OF A NEW K-2ND GRADE SCHOOL IN THE AREA.



A 1 Hour Event

**Free &
Open to
the Public**

**SATURDAY
OCT 14TH**

10:00 am - 11:00AM
at EAST LIBRARY & REC

1817 New York Ave,
Arlington, TX 76010

RSVP TODAY



RACHEL KING

FOUNDER, Proposed Superintendent

Our Board



Gregory
Richmond



Lyn
Scott



Nicholas
Pascale



Norie
Pride-Womack



Nicholas
Ditto

WWW.INFINITEMINDSTX.ORG

INFINITE MINDS
COMMUNITY MEETING
10/14/2023

Parent/Guardian Name	Contact Info (Phone/Email)	How did you hear about us?	Child(ren) Age(s)
[REDACTED]	[REDACTED]	Rachel King	10
[REDACTED]	[REDACTED]	Rachel King	0
[REDACTED]	[REDACTED]	Newspaper	17, 11
[REDACTED]	[REDACTED]	Rachel King	N/A
[REDACTED]	[REDACTED]	Rachel	11, 5, 3.
[REDACTED]	[REDACTED]	Rachel	4
[REDACTED]	[REDACTED]	Rachel	14
[REDACTED]	[REDACTED]	Rachel	0
[REDACTED]	[REDACTED]	Rachel	



INFINITE MINDS SCHOOL

COMMUNITY MEETING

Let's Talk about EDUCATION

IF YOU MISSED
THE MEETING
LAST SATURDAY

TOPIC OF DISCUSSION

- INFINITE MINDS' MISSION, VISION, AND SCHOOL MODEL.
- LEARN MORE ABOUT THE PROPOSED SUPERINTENDENT.
- SHARE YOUR THOUGHTS ABOUT PUBLIC EDUCATION.
- A SPACE FOR OPEN DIALOGUE ON THE PROSPECT OF A NEW K-2ND GRADE SCHOOL IN THE AREA.



A 1 Hour Event

VIRTUAL &
Open to
the Public

SATURDAY
OCT 21ST

11:00AM- 12:00PM

LOCATION: ZOOM

JOIN [HERE](https://zoom.us/j/98813615693?pwd=WTIVczZoZkhodW5xVnVZQUVWdXkrUT09) <https://zoom.us/j/98813615693?pwd=WTIVczZoZkhodW5xVnVZQUVWdXkrUT09>



RACHEL KING

FOUNDER, Proposed Superintendent

Our Board



Gregory
Richmond



Lyn
Scott



Nicholas
Pascale



Norie
Pride-Womack



Nicholas
Ditto



Rhonda
Myles

WWW.INFINTEMINDSTX.ORG

Attendee Report

Report Generated:

10/21/2023 12:31

Topic

Webinar ID

Infinite Minds Community Meeting

988 1361 5693

Attended

User Name (Original Name)

Yes

Rachel King

Yes

Shandra Johnson

Yes

James King

Yes

Nicholas Ditto

Yes

Lyn Scott

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

urch



INFINITE MINDS SCHOOL

COMMUNITY MEETING

Let's Talk about EDUCATION

IF YOU MISSED
THE MEETING
LAST SATURDAY

TOPIC OF DISCUSSION

- INFINITE MINDS' MISSION, VISION, AND SCHOOL MODEL.
- LEARN MORE ABOUT THE PROPOSED SUPERINTENDENT.
- SHARE YOUR THOUGHTS ABOUT PUBLIC EDUCATION.
- A SPACE FOR OPEN DIALOGUE ON THE PROSPECT OF A NEW K-2ND GRADE SCHOOL IN THE AREA.



A 1 Hour Event

**VIRTUAL &
Open to
the Public**

WEDNESDAY
OCT 25TH
6:30- 7:30PM

LOCATION: ZOOM

JOIN [HERE](https://zoom.us/j/98813615693?pwd=WTIVczZoZkhodW5xVnVZQUVWdXkrUT09) [https://zoom.us/j/98813615693?](https://zoom.us/j/98813615693?pwd=WTIVczZoZkhodW5xVnVZQUVWdXkrUT09)

[pwd=WTIVczZoZkhodW5xVnVZQUVWdXkrUT09](https://zoom.us/j/98813615693?pwd=WTIVczZoZkhodW5xVnVZQUVWdXkrUT09)



RACHEL KING

FOUNDER, Proposed Superintendent

Our Board



Gregory
Richmond



Lyn
Scott



Nicholas
Pascale



Norie
Pride-Womack



Nicholas
Ditto



Rhonda
Myles

WWW.INFINITEMINDSTX.ORG

Attendee Report

Report Generated: 10/25/2023 19:47

Topic Webinar ID Actual Start Time

Infinite Minds Commu 930 3940 0021 10/25/2023 18:11

Attended User Name (Original Name Email

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Samuel H. C.

smarth@cs.cmu.edu

Yes

Samuel H. C.

smarth@cs.cmu.edu

Infinite Minds- Community Feedback

62

Responses

06:25

Average time to complete

Active

Status

1. Do you want new school options in Arlington, TX?

¿Quieres nuevas opciones escolares en Arlington, TX?

Yes/ Si	60
No	0



2. I want a personalized learning plan for my child(ren)?

¿Quiero un plan de aprendizaje personalizado para mi(s) hijo(s)?

Yes/ Si	55
No	2
Maybe/ No Estoy Seguro	3



3. Hands-on learning is important to me.

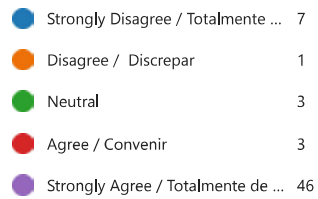
El aprendizaje práctico es importante para mí.

Strongly Disagree/ Totalmente e...	10
Disagree/ Discrepar	0
Neutral	0
Agree/ Convenir	1
Strongly Agree / Totalmente de ...	49

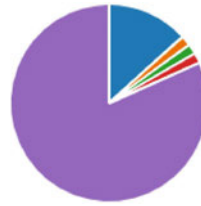
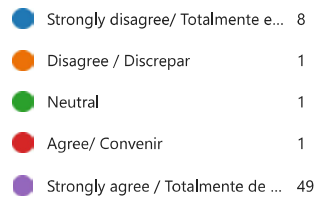


4. Service learning projects are valuable for primary grade levels.

Los proyectos de aprendizaje-servicio son valiosos para los grados primarios.

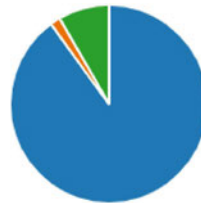
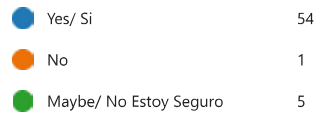


5. Trust based relationships are important in schools.



6. Based on the information shared, I would enroll my child(ren) at Infinite Minds?

Con base en la información compartida, ¿inscribiría a mi(s) hijo(s) en Infinite Minds?



7. What questions do you have about Infinite Minds?

¿Qué preguntas tienes sobre Infinite Minds?

60
Responses

Latest Responses
"N/A"
"None at this time"
"When do you plan to have applications open ?"

8. Things I would like to see continue in school?

¿Cosas que me gustaría que continuaran en la escuela?

60
Responses

Latest Responses
"N/A"
"Proven Creative approaches to learning"
"Parent Advocates and parent groups and family engagements bridging the ..."

9. Things I would like to see more of in school?

¿Cosas que me gustaría ver más en la escuela?

60
Responses

Latest Responses

"N/A"

"Mentoring "

"Parent Engagement and Accountability be part of therapy model for parent..."

10. Share your email address if you would like updates about Infinite Minds.

Comparta su dirección de correo electrónico si desea recibir actualizaciones sobre Infinite Minds.

48
Responses

Latest Responses

gmuckr@uol.com

ATTACHMENT E6

Legal History

Check all that apply:

- ☐ Applicant is and/or has been entrusted with the care and supervision of lawful minors and/or wards of a governmental entity.

If yes, provide descriptions of the following, if any:

- specific demographics served;
- formal complaints from individuals and/or third-party entities;
- investigations, citations, compliance violations and/or deficiencies from applicable municipal, state and/or federal licensing/regulatory entities (including but not limited to the Texas Department of Health and Human Services: Child Care Regulation and Texas Department of Family and Protective Services: Child Care Investigations).

- ☐ Applicant is and/or has been a party to current or past litigation, including arbitration proceedings and settlement agreements.

If yes, provide the following:

- formal legal complaint;
- any response to the complaint;
- settlement agreement; and
- results of the arbitration, litigation, or settlement.

- ☒ Attachment is not applicable, and no responsive documents are provided.

ATTACHMENT SD1

TEKS Alignment Documents

Submit a document that provides a full alignment of applicable Texas Essential Knowledge and Skills (TEKS) for each instructional material to be used in core content areas of a grade level that will be served within the first three years of operation. A scope and sequence may suffice, but is not required.

COPYRIGHT MATERIAL

82 pages have been withheld

PLEASE NOTE: The responsive information contains copyrighted information that can only be made available to you for viewing in person. Because the information indicates that it is protected by copyright, you may review this information in person during normal business hours at TEA. If you are interested in reviewing the copyrighted information, please send an email to CharterSchools@tea.texas.gov to schedule an appointment.

ATTACHMENT SD2

Discipline Policy

Provide the school's proposed discipline policy.

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SEC. 1. GENERAL GUIDELINES

Infinite Minds personnel shall adhere to the following general guidelines when imposing discipline:

1. A student shall be disciplined when necessary to improve the student's behavior, to maintain essential order, or to protect other students, school employees, or property.
2. Students shall be treated fairly and equitably. Discipline shall be based on a careful assessment of the circumstances of each case.

Disciplinary consequences shall not have the effect of discriminating on the basis of gender, race, color, disability, religion, ethnicity, age, or national origin.

SEC. 2. STUDENT CODE OF CONDUCT

The Board shall adopt a Student Code of Conduct, which shall establish standards for behavior and identify general types of prohibited behavior and their possible consequences. The Student Code of Conduct shall also outline Infinite Minds's due process procedures with respect to expulsion. *Education Code 12.131(a)*.

At the beginning of the school year and throughout the school year as necessary, the Student Code of Conduct shall be:

1. Made available for review in the Principal's office; and
2. Made available on the Infinite Minds website and/or as hard copy to students, parents, teachers, administrators, and to others on request.

Revisions to the Student Code of Conduct approved by the Board during the year shall be made available promptly to students and parents, teachers, administrators, and others.

SEC. 3. OUT-OF-SCHOOL SUSPENSION AND STUDENTS WHO ARE HOMELESS

Infinite Minds may not place a student who is homeless in out-of-school suspension unless the student engages in the following conduct while on school property or while attending a school-sponsored or school-related activity on or off of school property:

1. Conduct that contains the elements of an offense related to weapons under Penal Code 46.02 or 46.05;

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2. Conduct that contains the elements of a violent offense under Penal Code 22.01, 22.011, 22.02, or 22.021; or
3. Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of:
 - a. Marijuana or a controlled substance, as defined by Health and Safety Code Chapter 481 or by 21 USC 801;
 - b. A dangerous drug, as defined by Health and Safety Code Chapter 483; or
 - c. An alcoholic beverage, as defined by Alcoholic Beverage Code 1.04.

Education Code 37.005(d).

SEC. 4. CORPORAL PUNISHMENT

The Board prohibits the use of corporal punishment in Infinite Minds. Students shall not be spanked, paddled, or otherwise physically disciplined for violations of the Student Code of Conduct.

SEC. 5. EXTRACURRICULAR STANDARDS OF BEHAVIOR

Sponsors and coaches of extracurricular activities may develop and submit for approval standards of behavior that are higher than the Infinite Minds-developed Student Code of Conduct and may condition membership or participation in the activity on adherence to those standards. Extracurricular standards of behavior may take into consideration conduct that occurs at any time, on or off Infinite Minds property. Extracurricular behavioral standards shall not have the effect of discriminating on the basis of gender, race, color, disability, religion, ethnicity, age, or national origin.

Students shall be informed of any extracurricular behavior standards at the beginning of each school year or when the students first begin participation in the activity. Students and their parents shall sign and return to the sponsor or coach a statement that they have read the extracurricular behavior standards and consent to them as a condition of participation in the activity.

Standards of behavior for an extracurricular activity are independent of the Student Code of Conduct. Violations of these standards of behavior that are also violations of the Student Code of Conduct may result in independent disciplinary actions.

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A student may be removed from participation in extracurricular activities or may be excluded from school honors for violation of extracurricular standards of behavior for an activity or for violation of the Student Code of Conduct.

SEC. 6. EXPULSION

The Superintendent or designee shall determine conduct for which students may be expelled from school. Expellable offenses shall be described in the Student Code of Conduct, which shall be distributed to students and parents on an annual basis, as well as made available at each Infinite Minds campus and posted on the Infinite Minds website. *Education Code 12.131.*

a) Federal Firearm Provision

In accordance with the Gun-Free Schools Act, Infinite Minds shall expel from the student's regular program, for a period of one year, any student who is determined to have brought a firearm, as defined by federal law, to any Infinite Minds campus. The Superintendent may modify the term of expulsion for a student or assess another comparable penalty that results in the student's exclusion from the regular school program on a case-by-case basis. *18 U.S.C. 922.*

For the purposes of this provision, "firearm" means:

1. Any weapon (including a starter gun), which will or is designed to or which may readily be converted to expel a projectile by the action of an explosive;
2. The frame or receiver of any such weapon;
3. Any firearm muffler or firearm silencer; or
4. Any destructive device. "Destructive device" means any explosive, incendiary, or poison gas bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or device similar to any of the preceding described devices. It also means any type of weapon (other than a shotgun shell or a shotgun that is generally recognized as particularly suitable for sporting purposes) by whatever name known which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter; and any combination of parts either designed or intended for use in converting any device into a destructive device as described in this item, and from which a destructive device may be readily assembled.

18 U.S.C. 921(a).

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b) Expulsion Proceedings

i. Due Process

Before a student may be expelled, the Board or its designee shall provide the student a hearing at which the student is afforded appropriate due process as required by the federal constitution. The minimum procedural requirements necessary to satisfy due process depend upon the circumstances and the interests of the parties involved. Federal due process requires notice and some opportunity for hearing.

ii. Notice

The notice should contain a statement of the specific charges and grounds that, if proven, would justify expulsion. In some cases, the student should be given the names of the witnesses against him or her and an oral or written report on the facts to which each witness testifies.

iii. Hearing

The rights of the student may properly be determined upon the hearsay evidence of school administrators who investigate disciplinary infractions.

iv. Representative

At the hearing, the student is entitled to be represented by the student's parent, guardian, or another adult who can provide guidance to the student and who is not an employee of Infinite Minds. If Infinite Minds makes a good-faith effort to inform the student and the student's parent or guardian of the time and place of the hearing, Infinite Minds may hold the hearing regardless of whether the student, the student's parent or guardian, or another adult representing the student attends.

v. Term of Expulsion

If the period of expulsion is inconsistent with the guidelines on length of expulsion in the Student Code of Conduct, the order must give notice of the inconsistency.

vi. Appeals

The Superintendent or designee shall develop an appeal process for expulsion decisions; this process shall recognize the Board's final authority to hear or decide a parent or student appeal of

Infinite Minds School BOARD POLICY MANUAL
POLICY GROUP 3 – STUDENTS
STUDENT DISCIPLINE

PG-3.36

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an expulsion. The Superintendent or designee shall ensure that the appeal process is made available to students and parents through the Student Handbook. The Board's decision is final and may not be appealed.

Disciplinary consequences shall not be deferred pending an appeal.

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PART I: DISCIPLINE OF STUDENTS WITH DISABILITIES UNDER SECTION 504

SEC. 1. STUDENTS WITH DISABILITIES UNDER SECTION 504

INFINITE MINDS shall conduct an evaluation in accordance with 34 C.F.R. 104.35(b) before taking any action with respect to any significant change in placement of a student with a disability who needs or is believed to need special education and related services.

34 CFR 104.35(a).

INFINITE MINDS may take disciplinary action pertaining to the use or possession of illegal drugs or alcohol against any student with a disability who is currently engaging in the illegal use of drugs or alcohol to the same extent that INFINITE MINDS would take disciplinary action against nondisabled students. The due process procedures afforded under Section 504 do not apply to such disciplinary action.

29 U.S.C. 705(20)(C)(iv).

PART II: DISCIPLINE OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES

SEC. 2. SPECIAL EDUCATION STUDENTS

Except as set forth below, the placement of a student with a disability who receives special education services may be made only by a duly constituted admission, review, and dismissal (“ARD”) committee. Any disciplinary action shall be determined in accordance with federal law and regulations, including those requiring the provision of:

1. functional behavioral assessments (“FBAs”);
2. positive behavioral interventions, strategies, and supports;
3. behavioral intervention plans/behavior improvement plans (“BIPs”); and
4. the manifestation determination review (“MDR”).

Education Code 37.004(b).

SEC. 3. REMOVAL FOR TEN DAYS OR LESS

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A student with a disability who violates the INFINITE MINDS Student Code of Conduct may be moved from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than ten consecutive school days, to the extent those alternatives are applied to children without disabilities.

20 U.S.C. 1415(k)(1)(B); 34 C.F.R. 300.530(b)(1).

Services During Removal for Ten Days or Less. INFINITE MINDS is required to provide services during the period of removal if INFINITE MINDS provides services to a child without disabilities who is similarly removed.

34 C.F.R. 300.530(d).

SEC. 4. SUBSEQUENT REMOVALS OF TEN DAYS OR LESS

INFINITE MINDS personnel may remove the student for additional removals of not more than ten consecutive school days in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change in placement under 34 CFR 300.536.

34 C.F.R. 300.530(b)(1).

Services During Subsequent Removals of Ten Days or Less. After a student has been removed from his or her current placement for ten school days in the same school year, during any subsequent removal of ten consecutive school days or less, school personnel, in consultation with at least one of the student's teachers, shall determine the extent to which services are needed so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's individualized education program ("IEP").

20 U.S.C. 1415(k)(1)(D); 34 C.F.R. 300.530(d)(4).

SEC. 5. NOTICE OF PROCEDURAL SAFEGUARDS

Not later than the date on which the decision to take the disciplinary action is made, INFINITE MINDS shall notify the student's parents of the decision and of all procedural safeguards.

20 U.S.C. 1415(k)(1)(H).

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SEC. 6. CHANGES IN PLACEMENT

Any disciplinary action that would constitute a change in placement may be taken only after the student's ARD committee conducts an MDR.

For purposes of disciplinary removal of a student with a disability, a change in placement occurs if a student is:

1. Removed from the student's current educational placement for more than ten consecutive school days; or
2. Subjected to a series of removals that constitute a pattern because:
 - a. The series of removals total more than ten school days in a school year;
 - b. The student's behavior is substantially similar to the student's behavior in the previous incidents that resulted in the series of removals; and
 - c. Additional factors exist, such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another.

INFINITE MINDS determines, on a case-by-case basis, whether a pattern of removals constitutes a change in placement. INFINITE MINDS's determination is subject to review through due process and judicial proceedings.

34 C.F.R. 300.536.

INFINITE MINDS personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a student who violates the Student Code of Conduct.

20 U.S.C. 1415(k)(1)(A).

SEC. 7. MANIFESTATION DETERMINATION

Within ten school days of any decision to change the placement of a student because of a violation of the Student Code of Conduct, INFINITE MINDS, parents, and relevant members of the ARD committee (as determined by the parent and INFINITE MINDS) shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents to determine whether the conduct in question was:

1. Caused by, or had a direct and substantial relationship to, the student's disability; or

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2. The direct result of INFINITE MINDS's failure to implement the IEP.

If INFINITE MINDS, the parent, and relevant members of the ARD committee determine that either of the above is applicable, the conduct shall be determined to be a manifestation of the student's disability.

20 U.S.C. 1415(k)(1)(E); 34 C.F.R. 300.530(e).

a) Not a Manifestation

If the determination is that the student's behavior was not a manifestation of the student's disability, school personnel may apply the relevant disciplinary procedures to the student in the same manner and for the same duration as for students without disabilities. The ARD committee shall determine the interim alternative educational setting.

20 U.S.C. 1415(k)(1)(C), (k)(2); 34 C.F.R. 300.530(c).

i. Services During Removal

The student must:

1. Continue to receive educational services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the student's IEP; and
2. Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.

These services may be provided in an interim alternative educational setting.

34 C.F.R. 300.530(d)(1)–(2).

b) Manifestation

If INFINITE MINDS, the parents, and relevant members of the ARD committee determine that the conduct was a manifestation of the student's disability, the ARD committee shall:

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1. Conduct an FBA, unless INFINITE MINDS had conducted an FBA before the behavior that resulted in the change in placement occurred, and implement an BIP for the student; or
2. If a BIP has already been developed, review the BIP and modify it, as necessary, to address the behavior.

Except as provided at SPECIAL CIRCUMSTANCES below, the ARD committee shall return the student to the placement from which the student was removed, unless the parent, and INFINITE MINDS agree to a change in placement as part of the modification of the BIP.

20 U.S.C. 1415(k)(1)(F); 34 C.F.R. 300.530(f).

i. Special Circumstances

INFINITE MINDS personnel may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability, if the student:

1. Carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of Texas Education Agency (the "TEA") or INFINITE MINDS; or
2. Knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of the TEA or INFINITE MINDS;
3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the TEA or INFINITE MINDS.

20 U.S.C. 1415(k)(1)(G); 34 C.F.R. 300.530(g).

The ARD committee shall determine the interim alternative education setting.

20 U.S.C. 1415(k)(2).

c) Services During Removal

The student must:

1. Continue to receive educational services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the student's IEP.

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2. Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.

These services may be provided in an interim alternative educational setting.

34 C.F.R. 300.530(d)(1).

SEC. 8. APPEALS

A parent who disagrees with a placement decision or the manifestation determination may request a hearing. Additionally, INFINITE MINDS may request a hearing if it believes that maintaining a current placement of a student is substantially likely to result in injury to the student or others.

20 U.S.C. 1415(k)(3)(A); 34 C.F.R. 300.532(a); 19 TAC 89.1151.

a) Placement During Appeals

When an appeal has been requested by a parent or INFINITE MINDS, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the student's assignment to the alternative setting, whichever occurs first, unless the parent and INFINITE MINDS agree otherwise.

20 U.S.C. 1415(k)(4); 34 C.F.R. 300.533.

SEC. 9. REPORTING CRIMES

Federal law does not prohibit INFINITE MINDS from reporting a crime committed by a student with a disability to appropriate authorities. If INFINITE MINDS reports a crime, INFINITE MINDS shall ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by the appropriate authorities to whom INFINITE MINDS reported the crime. INFINITE MINDS may transmit records only to the extent permitted by the Family Educational Rights and Privacy Act ("FERPA").

20 U.S.C. 1415(k)(6); 34 C.F.R. 300.535.

SEC. 10. STUDENTS NOT YET IDENTIFIED

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A student who has not been determined to be eligible for special education and related services and who has engaged in behavior that violated the Student Code of Conduct may assert any of the protections provided for in the Individuals with Disabilities Education Act if INFINITE MINDS had knowledge that the student had a disability before the behavior that precipitated that disciplinary action occurred.

20 U.S.C. 1415(k)(5)(A); 34 C.F.R. 300.534(a).

a) School Knowledge

INFINITE MINDS shall be deemed to have knowledge that a student has a disability if, before the behavior that precipitated the disciplinary action occurred:

1. The parent of the student expressed concern in writing to INFINITE MINDS supervisory or administrative personnel, or to the teacher of the student, that the student was in need of special education and related services;
2. The parent requested an evaluation of the student for special education and related services; or
3. The student's teacher, or other INFINITE MINDS personnel, expressed specific concerns about a pattern of behavior demonstrated by the student directly to the special education director or to other INFINITE MINDS supervisory personnel.

20 U.S.C. 1415(k)(5)(B); 34 C.F.R. 300.534(b).

b) Exceptions

INFINITE MINDS shall not be deemed to have knowledge that the student had a disability if:

1. The parent has not allowed an evaluation of the student;
2. The parent has refused services; or
3. The student has been evaluated and it was determined that the student did not have a disability.

20 U.S.C. 1415(k)(5)(C); 34 C.F.R. 300.534(c).

If INFINITE MINDS does not have knowledge, before taking disciplinary measures, that a student has a disability, the student may be subjected to the same disciplinary measures applied to students without disabilities who engaged in comparable behaviors.

Infinite Minds School BOARD POLICY MANUAL
POLICY GROUP 6 - SPECIAL EDUCATION
DISCIPLINE OF STUDENTS WITH DISABILITIES

PG-6.11

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However, if a request is made for an evaluation during the time period in which the student is subjected to disciplinary measures, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.

20 U.S.C. 1415(k)(5)(D); 34 C.F.R. 300.534(d).

ATTACHMENT G1

Organizational Bylaws

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

**BYLAWS
OF
INFINITE MINDS SCHOOL**

WHEREAS, the initial Board of Directors of Infinite Minds School (the “Corporation”) caused to be filed with the Texas Secretary of State a Certificate of Formation for the organization of the Corporation NOW, THEREFORE:

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

**PREAMBLE
CORPORATE PURPOSE, OBJECTIVES AND DEDICATION OF ASSETS**

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

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

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

**ARTICLE ONE
NAME, OFFICE AND SEAL**

1.01 NAME: The name of the Corporation is “Infinite Minds School”.

1.02 OFFICE: The initial principal office of the Corporation will be located at 845 Proton Road, San Antonio, Texas 78258.

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

ARTICLE TWO MEETINGS & RECORDS

2.01 REGULAR MEETINGS, FREQUENCY AND PLACE: Regular meetings of the Board of Directors shall be held on at least a quarterly basis at such places and at such times as the Board may determine.

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

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

MEETINGS RELATING TO CHARTER SCHOOLS

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

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

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

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

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

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

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

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

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

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

2.06 CHARTER SCHOOL MEETING ORDER OF BUSINESS: When conducting business related to the operations or affairs of the Corporation's open-enrollment charter schools, the following shall apply: At regular meetings of the Board, the order of business shall be established in an Agenda approved by the Chairman and as presented in the notice of the meetings. However, the Chairman may modify the order of business. The agenda shall identify all matters to be presented to and considered by the Board. Matters not

disclosed in the agenda and meeting notice available to the public shall not be deliberated or be considered by the Board, except as permitted by the Texas Open Meetings Act.

CORPORATE BOARD MEETINGS NOT RELATING TO CHARTER SCHOOLS

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

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

MEETINGS & RECORDS GENERALLY

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

2.10 QUORUM: The presence of a majority of the members shall constitute a quorum and shall be necessary to conduct the business of the Corporation except as otherwise provided in Article 2.14 herein. Any Board vacancies shall not be counted in determining a majority called for by these Bylaws.

2.11 ORDER OF BUSINESS: Board meetings shall generally proceed with the following order of business:

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

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

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

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

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

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

- (h) A sale of all or substantially all of the assets of the Corporation;
- (i) A plan of conversion under Subchapter F; or
- (j) A plan of exchange under Subchapter F

2.15 PARLIAMENTARY PROCEDURE: For all matters of parliamentary procedures, the Board and any Committees established by the Board, shall be guided by *Robert's Rules of Order Newly Revised*, 12th ed. (Cambridge, Mass.: Perseus Publishing, 2020).

ARTICLE THREE DIRECTORS

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

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

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

3.04 TERM: The Directors shall serve for three-year terms, which may be renewed indefinitely by each respective Director, subject to Articles 3.03 and 3.06 herein.

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

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

3.07 COMPENSATION: Except as provided in this section, no Director will receive directly or indirectly any salary, compensation or gift from the Corporation, except as authorized by state law. The Directors of the Corporation will serve as such without salary. No Director will be entitled to any dividend or any part of the income or principal of the Corporation or to share in the distribution of the assets upon dissolution of the Corporation. The Board of Directors may authorize the payment by the Corporation of the

reasonable, documented and allowable expenses incurred by a Director in performance of his or her duties in accordance with state and federal law.

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

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

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

ARTICLE FOUR OFFICERS

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

4.02 APPOINTMENT: The officers of the Corporation will be appointed each year by the Chairman of the Board at its annual meeting.

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

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

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

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

ARTICLE FIVE COMMITTEES

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

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

ARTICLE SIX DEPOSITS, CHECKS, LOANS AND CONTRACTS

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

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

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

ARTICLE SEVEN CONTRACTS WITH DIRECTORS AND OFFICERS

7.01 INSIDER DEALING: Subject to any law, regulation, or contractual agreement of the Texas Business Organizations Code, no Director, officer or committee member will be interested directly or indirectly in any contract or program involving Corporation assets, relating to the operation conducted by it or in any contract for furnishing services or supplies to it, unless (a) the contract is authorized by a majority of Directors present at a meeting in which there is a quorum and vote without the interested Director's presence, (b) the facts and nature of the Director's interest is fully disclosed to the whole Board of Directors before the meeting in which the contract will be considered and (c) the Corporation could not have obtained a more advantageous arrangement with reasonable effort under the circumstances. Furthermore, in accordance with Texas law and commissioner rule, a transaction with a current or former board member or officer of the charter school, who served within 5 years of the transaction, may require an independent appraisal, audit and prior notice to the TEA for TEA's review and approval prior to entering into such transaction.

7.02 INSIDER LOANS: No loans or grants will be made by the Corporation to its Directors, officers or committee members during their term of office. The Directors who

vote for or assent to, and any officer who participates in, the making of a loan to a Director or officer will jointly and severally be liable to the Corporation for the amount of the loan until it is repaid.

ARTICLE EIGHT INDEMNIFICATION OF DIRECTORS AND OFFICERS

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

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

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

ARTICLE NINE AMENDMENT OF BYLAWS

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

ARTICLE TEN MISCELLANEOUS

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

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

- (a) The assets and liabilities of the Corporation as of the end of the fiscal year.
- (b) The principal changes in assets and liabilities during the fiscal year;
- (c) The revenues and receipts, both restricted and unrestricted to particular purposes, for the fiscal year.
- (d) The expenses or disbursements, for both general and restricted purposes, during the fiscal year;
- (e) The substantial activities and projects begun, in progress, and completed during the Fiscal year.
- (f) Such other information as may be requested by the Board.

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

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

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

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

As approved by Unanimous Written Consent of the Board of Directors pursuant to the BOC.

ATTACHMENT G2

Code of Ethics and Conflict of Interest Policy

Provide the following:

- Governing board's proposed Code of Ethics
- Governing board's proposed Conflict of Interest policy

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PART I: PREAMBLE

The Board of Directors (collectively, the “Board” or the “Directors,” and individually a “Director”) of Infinite Minds School is committed to maintaining the highest legal and ethical standards in the conduct of the business of Infinite Minds School, and to protecting the integrity and reputation of Infinite Minds School, INFINITE MINDS, the Board, and all INFINITE MINDS employees, volunteers, and programs.

The Directors and Officers (as defined below) shall exercise their duties honestly, in good faith, and with a high standard of diligence and care. Accordingly, the Directors and Officers shall ensure that they (1) do not compromise their independence of judgment, (2) preserve confidence and trust in the organization and the Board, and (3) protect and fulfill the mission of Infinite Minds School. As such, this Policy will assist Directors and Officers as they identify actual or potential conflicts of interest, and with a procedure to address conflicts which may arise.

PART II: ETHICAL PRINCIPLES

SEC. 1. PERSONAL AND PROFESSIONAL INTEGRITY

Directors and Officers shall conduct themselves in an honest and ethical manner, including the ethical handling of actual or apparent conflicts of interest, as set forth below.

SEC. 2. FINANCIAL STEWARDSHIP

As a tax-exempt public charity, Infinite Minds School shall expend funds and record those expenditures in a manner that advances the charitable and educational mission and objectives of Infinite Minds School, and not the private interests of Directors or Officers.

SEC. 3. PUBLIC ACCOUNTABILITY

Infinite Minds School shall provide comprehensive and timely information in accordance with applicable state and federal law, and shall be responsive to reasonable requests for information about its activities. Additionally, informational data about Infinite Minds School, such as IRS Form 990, audited financial statements and Annual Financial and Compliance Report, shall be made available to the public in accordance with applicable state and federal law.

SEC. 4. ACCURACY AND RETENTION OF RECORDS

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Infinite Minds School will create and maintain records that satisfy operational and legal requirements, including federal, state and local laws.

SEC. 5. POLITICAL ACTIVITIES

As a 501(c)(3) tax-exempt public charity, Infinite Minds School shall not engage in political activities. Directors and Officers shall not use their relationship with Infinite Minds School to promote or oppose political candidates or parties, or to create the appearance that Infinite Minds School endorses or opposes a political candidate or party for elected office.

SEC. 6. ENDORSEMENTS AND USE OF THE INFINITE MINDS SCHOOL NAME AND AFFILIATION

The Infinite Minds School and INFINITE MINDS name, logo, letterhead, or other intellectual property may not be used by any person to endorse or gain support for a cause without prior authorization in writing from the Directors.

SEC. 7. QUESTIONS, CONCERNS OR REPORTS OF VIOLATIONS

Should a Director or Officer believe a colleague is violating the obligations or expectations of this Policy, or is otherwise acting in an illegal or unethical manner, it is his or her duty to report the matter to the President of the Board, or the Chief Executive Officer/Superintendent, as appropriate.

PART III: CONFLICTS OF INTEREST

SEC. 1. STATEMENT ON STATE LAW

INFINITE MINDS and its Officers and Directors shall comply with state law governing conflicts of interest among charter school and charter holder board members and officers, as described in Chapter 12 of the Texas Education Code and 19 TAC §§ 100.1131–100.1135, including, but not limited to the following:

a) Employees Serving on the Board

- (1) Directors and Officers of INFINITE MINDS shall comply with Local Government Code, Chapter 171 in the manner provided by the conflict of interest provisions described in 19 TAC §§ 100.1131–100.1135.

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- (2) Officers of INFINITE MINDS are defined by the Commissioner of Education to be persons charged with the duties of, or acting as a Chief Executive Officer, a Central Administration Officer, a Campus Administration Officer, or a Business Manager, regardless of whether the person is an employee or contractor of the charter holder, the school, a management company, or any other person; or a volunteer working under the direction of the charter holder, the school, or a management company. A charter holder employee or independent contractor engaged solely in non-charter activities for the charter holder is not an “officer” of INFINITE MINDS.
- (3) The INFINITE MINDS Chief Executive Officer is a person (or persons) directly responsible to the governing body of the charter holder for supervising one or more Central Administration Officers, Campus Administration Officers, and/or Business Managers.
- (4) A Central Administration Officer for INFINITE MINDS is a person charged with the duties of, or acting as, a Chief Operating Officer, director, or assistant director of the charter holder for INFINITE MINDS, including one or more of the following functions:
 - (A) assuming administrative responsibility and leadership for the planning, operation, supervision, or evaluation of the education programs, services, or facilities of the Board, for appraising the performance of the Board’s or INFINITE MINDS’s staff;
 - (B) assuming administrative authority or responsibility for the assignment or evaluation of any of the personnel of the Board, including those employed by a management company;
 - (C) making recommendations to the Board or INFINITE MINDS regarding the selection of personnel of the Board, including those employed by a management company;
 - (D) recommending the termination, non-renewal, or suspension of an employee or officer of the Board, including those employed by a management company; or recommending the termination, non-renewal, suspension, or other action affecting a management contract;
 - (E) managing the day-to-day operations of the Board, as its administrative manager;
 - (F) preparing or submitting a proposed budget to the charter holder Board or INFINITE MINDS (except for developing budgets for a INFINITE MINDS campus, if this is a

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- function performed by a Campus Administration Officer under the terms of the open-enrollment charter);
- (G) preparing recommendations for policies to be adopted by the Board, or overseeing the implementation of adopted policies, except for legal services provided by an attorney licensed to practice law in this state, or public accountancy services provided by a certified public accountant licensed to practice public accountancy in this state;
 - (H) developing, or causing to be developed, appropriate administrative regulations to implement policies established by the Board, except for legal services provided by an attorney licensed to practice law in this state, or public accountancy services provided by a certified public accountant licensed to practice public accountancy in this state;
 - (I) providing leadership for the attainment of student performance in INFINITE MINDS, based on the indicators adopted under TEC §§ 39.053–39.054, or other indicators in the Infinite Minds School charter; or
 - (J) organizing the central administration of the Board.
- (5) A Campus Administration Officer for INFINITE MINDS is a person charged with the duties of, or acting as, a principal or assistant principal of a INFINITE MINDS campus, including one or more of the following functions:
- (A) approving teacher or staff appointments for a INFINITE MINDS campus, unless this function is performed by a Central Administration Officer under the terms of the open-enrollment charter;
 - (B) setting specific education objectives for a INFINITE MINDS campus, unless this function is performed by a Central Administration Officer under the terms of the open-enrollment charter;
 - (C) developing budgets for a INFINITE MINDS campus, unless this function is performed by a Central Administration Officer under the terms of the open-enrollment charter;
 - (D) assuming the administrative responsibility or instructional leadership, under the supervision of a Central Administration Officer, for discipline at a INFINITE MINDS campus;

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- (E) assigning, evaluating, or promoting personnel assigned to a INFINITE MINDS campus, unless this function is performed by a Central Administration Officer under the terms of the open-enrollment charter; or
 - (F) recommending to a Central Administration Officer the termination or suspension of an employee assigned to a INFINITE MINDS campus, or recommending the non-renewal of the term contract of such an employee.
- (6) A Business Manager is a person charged with managing the finances of Infinite Minds School or INFINITE MINDS.
- (7) **Also Excluded from the Board.** Except as otherwise provided by law, a person who receives “compensation or remuneration” (as defined by law and herein) from the nonprofit corporation holding Infinite Minds School ’s open-enrollment charter may not serve on the Board, with the following exceptions:
- (A) If each charter school operated by the Board as charter holder has received a satisfactory accountability rating, as defined by applicable law, for at least two of the preceding three school years, Infinite Minds School employees may serve on the Board, as described below, and as provided by law.
 - (B) If the charter holder has operated at least one charter school which reported attendance that occurred prior to September 2, 2001, but no charter school operated by the charter holder has received a sufficient number of substantive ratings to determine whether it has received a satisfactory rating for at least two of the preceding three school years, then Infinite Minds School employees may serve on the governing body of the charter holder, as provided by law.
 - (C) An employee of Infinite Minds School may serve as a Director if: (i) only employees of Infinite Minds School, and not employees of the Board, serve on the Board; (ii) the compensation or remuneration received by that Director is limited to salary, bonuses, benefits, or other compensation received pursuant to the employment relationship with Infinite Minds School; (iii) Infinite Minds School employees do not constitute a quorum of the Board or any committee of the Board; and (iv) all Infinite Minds School employees serving on the Board comply with all applicable conflict of interest provisions required by law.

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b) Conflicts Requiring an Affidavit and Abstention from Voting

The following circumstances shall be deemed a Conflict of Interest (as defined below), and the Director or Officer shall, in addition to the procedures set forth in Part III, Section 3 (Conflict of Interest Procedures), take the following action:

- (1) If a Director or Officer has a substantial interest in a business entity or in real property, the Director or Officer shall file, before a vote, decision, or other action on any matter involving the business entity or the real property, an affidavit stating the nature and extent of the interest, and shall abstain from further participation in the matter if:
 - (A) In the case of a substantial interest in a business entity, the vote, decision, or other action on the matter will have a special economic effect on the business entity that is distinguishable from the effect on the public; or
 - (B) In the case of a substantial interest in real property, it is reasonably foreseeable that a vote, decision, or other action on the matter will have a special economic effect on the value of the property, distinguishable from its effect on the public.
- (2) The affidavit described above is filed with the Secretary of the Board.
- (3) The Director or Officer filing the affidavit shall abstain from further participation in the matter requiring the affidavit. A Director or Officer filing the affidavit shall abstain from further participation in the matter requiring the affidavit unless a majority of the Board is composed of persons who are likewise required to file, and who do file affidavits of similar interests on the same official action.

c) Separate Vote on Budget Item

The Directors shall take a separate vote on any budget item specifically dedicated to a contract with a business entity in which a Director has a substantial interest. Abstention is required, except as provided above and in 19 TAC § 100.1133(c), otherwise the affected Director may not participate in that separate vote. The affected Director may vote on a final budget if: (1) the affected Director has complied with the above-stated requirements; and (2) the matter in which the affected Director is concerned has been resolved.

SEC. 2. STATEMENT ON FEDERAL LAW

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Infinite Minds School and its Officers and Directors shall comply with the federal regulations regarding private benefit and excess benefit transactions as described in Section 4958 of the Internal Revenue Code and 26 CFR § 53.4958 (the “federal tax rules”) when it is contemplating entering into a transaction or arrangement that may benefit the private interest of a Director or Officer or other individual deemed to be a disqualified person under the federal tax rules. A “disqualified person” includes Directors and Officers, and any person who is in a position to exercise substantial influence over the affairs of the corporation. A “disqualified person” includes Family (as defined below) of the disqualified person.

a) Interested Person

Any Director or Officer, employee, or member of a committee with powers delegated by the Board who has a direct or indirect interest, as defined below, is an “Interested Person.”

- (1) A person has an “Interest” if the person has, directly or indirectly, through business, investment, or Family:
 - (A) an ownership or investment interest, directly or indirectly, in any entity with which Infinite Minds School has a transaction or arrangement;
 - (B) a compensation arrangement with Infinite Minds School, or with any entity or individual with which Infinite Minds School has a transaction or arrangement; or
 - (C) a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which Infinite Minds School is negotiating a transaction or arrangement.
- (2) “Compensation” is defined to include direct and indirect remuneration, as well as gifts or favors that are not insubstantial.
- (3) A person has an “Interest” if the person has a substantial interest in a business entity or a substantial interest in real property as described in Part III, Section 2-a-1 above.

b) Interested Person with Conflict of Interest

An Interested Person shall have a Conflict of Interest (as defined below) only if the Board or the appropriate committee determines that a Conflict of Interest exists in accordance with the procedures set forth below.

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SEC. 3. CONFLICT OF INTEREST PROCEDURES

a) Duty of Prior Disclosure

In connection with any actual or potential conflict of interest, an Interested Person shall disclose the existence of the Interest in writing to the Board as soon as he or she has knowledge of it, and the Board shall give such Interested Person the opportunity to disclose all material facts related thereto to the Board or designated committee considering the proposed transaction or arrangement. Such written disclosure shall be made part of and set forth in the Board minutes. In any event, the disclosure of any actual or potential conflict of interest by an Interested Person should occur prior to any consideration of the proposed transaction by the Board.

- (1) **Transaction Not Subject to Board Action.** An Interested Person with any actual or potential conflict of interest with respect to a transaction or arrangement that is not the subject of Board action shall disclose to the President of the Board or Superintendent, any such Interest. Such disclosure shall be made as soon as the Interest is known to the Interested Person.
- (2) **Untimely Disclosure.** If an Interested Person fails to disclose the Interest before the Board acts on a transaction as to which a Director has an Interest, then the Interested Person shall promptly submit a written statement to the Board setting forth all material facts regarding the Interest, along with an explanation concerning the untimely nature of the notice.
- (3) **Failure to Disclose.** If the Board has reasonable cause to believe that an Interested Person failed to disclose an Interest, the Board shall inform the Interested Person of the basis for such belief and afford the Interested Person an opportunity to explain the alleged failure to disclose. After hearing the Interested Person's explanation, and conducting such investigation as may be warranted under the circumstances, the Board may determine that the Interested Person failed to disclose an actual Conflict of Interest. In such event, the Board shall vote on the appropriate corrective action.

b) Determining Whether a Conflict of Interest Exists

After disclosure of the Interest and all material facts related thereto, the Interested Person *shall leave the meeting of the Board or designated committee while a determination is made by*

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disinterested Directors as to whether a conflict of interest (“Conflict of Interest”) exists. No Director shall vote on any matter in which he or she has a Conflict of Interest.

c) *Vote by Disinterested Directors*

- (1) Nonparticipation of Directors with Conflict.** A Director who has a Conflict of Interest shall neither vote nor participate in, nor be permitted to hear the Board’s discussion of the matter, except to disclose material facts and to respond to questions. Such Director shall not attempt to exert his or her influence with respect to the matter, either before, during, or outside of the Board meeting.
- (2) Action by Disinterested Directors.** If the Board concludes that a Conflict of Interest exists, the Board shall determine by voting whether the transaction should be authorized, approved or ratified. The vote shall be conducted as follows:
 - (A) Except as otherwise permitted by law, Directors with a Conflict of Interest shall leave the room in which the meeting is conducted.
 - (B) Except as otherwise allowed by law, and as set forth in Part III, Section 1-b-3 (Conflicts Requiring an Affidavit and Abstention from Voting), a majority of the disinterested Directors, without regard to any quorum requirement, must vote affirmatively for the transaction to be authorized, approved or ratified. However, a transaction cannot be authorized, approved or ratified by a single Director.
- (3) Vote Not Disallowed by Presence of Directors with a Conflict.** The presence of, or a vote cast by, a Director with a Conflict of Interest in a transaction does not affect the validity of a vote regarding the transaction if the transaction is otherwise authorized, approved or ratified, as prescribed herein.
- (4) Circumstances in Which Comparability Data is Necessary.** If the transaction involves compensation for services of a Director, an Officer, or other individual deemed to be a disqualified person (as defined above at page 6(B)) under the federal tax rules, or if the transaction involves the transfer of property or other benefit to a Director, Officer, or other individual deemed to be a disqualified person under the federal tax rules, the disinterested Directors or committee must determine that the value of the economic benefit provided by Infinite Minds School to the Interested Person or Persons does not exceed the value of the consideration received in exchange by obtaining and reviewing appropriate comparable data (“Comparability Data”).

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- (A) When considering the comparability of compensation for example, the relevant data which the Board or committee may consider includes, but is not limited to, the following: (i) compensation levels paid by similarly-situated schools; (ii) the availability of similar services within the same geographic area; (iii) current compensation surveys compiled by independent firms; and (iv) written offers from similar institutions competing for the same person's services. When the transaction involves the transfer of real property as compensation, the relevant factors include, but are not limited to: (i) current independent appraisals of the property, and (ii) offers received in a competitive bidding process.
- (B) Based on the Comparability Data, the Board or committee shall determine, by a majority vote of the disinterested Directors or committee members, whether the transaction or arrangement is fair and reasonable to Infinite Minds School . In conformity with the above determination, the Board or committee shall make its decision as to whether to enter into the transaction or arrangement.
- (C) If such transaction or arrangement is approved by the Board or committee, the Comparability Data and the approval shall be made part of the Board minutes in accordance with Part III, Section 3-d (Documentation) below.

d) Documentation

The Board Secretary shall keep accurate minutes reporting:

- (1) **Interest Disclosed; Determination of Conflict of Interest.** That the Interested Person(s) disclosed the Interest and the Board determined whether a Conflict of Interest exists. The minutes should include:
 - (A) The name(s) of the person(s) who disclosed or otherwise were found to have an Interest in connection with an actual or possible Conflict of Interest, the nature of the Interest, any action taken to determine whether a Conflict of Interest was present, and the Board's or committee's decision as to whether a Conflict of Interest in fact existed.
 - (B) The names of the persons who were present for discussions and votes relating to the Conflict of Interest, the content of the discussion, including any alternatives to the

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proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

(C) A completed Affidavit of Abstention complying with Local Government Code Chapter 171 and 19 TAC §§ 100.1131-1134 (see Affidavit Exhibit A).

- (2) **Nonparticipation of Directors with Conflict.** That the Director or Directors with an Interest or a Conflict of Interest left the room and did not participate in the determination of whether a Conflict of Interest exists or the vote regarding the transaction or arrangement;
- (3) **Comparability Data.** The Comparability Data considered and relied upon by the Board in its consideration of the transaction or arrangement; and
- (4) **Vote of Disinterested Directors.** That the remaining disinterested Directors reviewed the Transaction and voted upon it, and the result of their vote.

SEC. 4. COMPENSATION

- (1) A Director who receives compensation, directly or indirectly, from Infinite Minds School for services is precluded from voting on matters pertaining to that Director's compensation.
- (2) A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from Infinite Minds School for services is precluded from voting on matters pertaining to that member's compensation.
- (3) No voting member of the Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from Infinite Minds School, either individually or collectively, is prohibited from providing information to any committee regarding compensation.
- (4) Except with respect to Board decisions regarding a *bona fide* class or category of employees pursuant to Government Code § 573.062(b), a voting member of the Board or any committee whose jurisdiction includes compensation matters is precluded from voting on personnel matters (including matters related to compensation) concerning a person related within the third degree by consanguinity or within the second degree by affinity (as defined below and as specified by Government Code § 573.002).

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SEC. 5. DEFINITIONS

The following terms shall have the following meaning:

- (1) **Director or Officer.** A member of the governing body of a charter holder, a member of the governing body of a charter school, or an officer of a charter school. An officer or director means a person charged with the duties of, or acting as, a Chief Executive Officer, a Central Administration Officer, a Campus Administration Officer, or a Business Manager, regardless of whether the person is an employee or contractor of a charter holder, charter school, management company, or any other person; or a volunteer working under the direction of a charter holder, charter school, or management company. A charter holder employee or independent contractor engaged solely in non-charter activities for the charter holder is not an “officer of a charter school.” 19 TAC §100.1001(16).
- (2) **Business entity.** A sole proprietorship, partnership, firm, corporation, holding company, joint-stock company, receivership, trust, agency, political subdivision, or any other entity recognized by law.
- (3) **Substantial interest in business entity.** A person has a substantial interest in a business entity if: (1) the person owns 10% or more of the voting stock or shares of the business entity or owns either 10% or more or \$15,000 or more of the fair market value of the business entity; or (2) funds received by the person from the business entity exceed 10% of the person’s gross income for the previous year.
- (4) **Substantial interest in real estate.** A person has a substantial interest in real estate, if the interest is an equitable or legal ownership with a fair market value of \$2,500 or more.
- (5) **Substantial interest through a relative or family member.** A Director or Officer is considered to have a substantial interest if a person related to the Director or Officer within the third degree by consanguinity or the third degree by affinity (as defined below) has a substantial interest under **Sec. 1.6.2.5(iii)** above. 19 TAC § 100.1132(d).
- (6) **Family.** Family means a disqualified person’s spouse, siblings, spouses of siblings, ancestors, children, grandchildren, great grandchildren, and spouses of children, grandchildren, and great grandchildren.

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PART IV: NEPOTISM

SEC. 1. NEPOTISM GENERALLY PROHIBITED

A Director or Officer may not hire, select, appoint, confirm the appointment of, or vote for the hiring, selection, appointment, or confirmation of an individual who is to be directly or indirectly compensated from public funds or fees of office, if:

- (1) The person is related to the Director or Officer by consanguinity (blood) within the third degree or by affinity (marriage) within the second degree (as defined below); or
- (2) The Director or Officer holds the appointment or confirmation authority as a member of a local board and the person is related to another member of the Board by blood or marriage within a prohibited degree. Government Code §§ 573.002, 573.041.
- (3) Refer to attached diagram, Exhibit B.

SEC. 2. INDEPENDENT CONTRACTORS

The nepotism law governs the hiring of an individual, whether the individual is hired as an employee or as an independent contractor.

SEC. 3. PAYMENT TO PROHIBITED PERSON

A Director or Officer may not approve an account or draw or authorize the drawing of a warrant or order to pay the compensation of an ineligible person if the Director or Officer knows the person is ineligible. Government Code § 573.083; 19 TAC § 100.1116.

SEC. 4. RELATION BY CONSANGUINITY

Two persons are related to each other by consanguinity (blood) if one is a descendant of the other or if they share a common ancestor. An adopted child is considered to be a child of the adoptive parents for this purpose. Government Code § 573.022.

a) Third Degree of Consanguinity

An individual's relatives within the third degree by consanguinity are the individual's:

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- (1) Parent or child (first degree);
- (2) Brother, sister, grandparent, or grandchild (second degree); and
- (3) Great-grandparent, great-grandchild, aunt or uncle (who is a sibling of a parent of the person), nephew or niece (who is a child of a brother or sister of the person) (third degree). Government Code 573.023.

Note: There is no distinction under the nepotism statute between half-blood and full-blood relations. Thus, half-blood relationships fall within the same degree as those of the full blood. *See Exhibit B.*

SEC. 5. RELATION BY AFFINITY

Two persons are related to each other by affinity (marriage) if they are married to each other, or if the spouse of one of the persons is related by consanguinity to the other person. The ending of a marriage by divorce, or the death of a spouse ends relationships by affinity created by that marriage unless a child of the marriage is living, in which case the marriage is considered to continue as long as a child of that marriage lives. This provision applies to a Board member or Officer only until the youngest child of the marriage reaches the age of 21 years. Government Code § 573.024.

a) First Degree of Affinity

A husband and wife are related to each other in the first degree by affinity. For other relationships, the degree of affinity is the same as the degree of the underlying relationship by consanguinity. For example, if two persons are related to each other in the second degree by consanguinity, the spouse of one of the persons is related to the other person in the second degree by affinity.

b) Second Degree of Affinity

If two individuals are related to each other in the second degree by consanguinity, the spouse of one of the individuals is related to the other individual in the second degree by affinity.

c) Third Degree of Affinity

An individual's relatives within the third degree of affinity are:

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- (1) Anyone related by consanguinity to the person's spouse within the first or second degree; and
- (2) The spouse of anyone related to the person by consanguinity within the first or second degree. Government Code § 573.025.

SEC. 6. EXISTING EMPLOYEES/CONTINUOUS EMPLOYMENT

The nepotism prohibitions do not apply to the appointment of a person to a position if the person is employed in the position immediately before the election or appointment of the Director or Officer to whom the person is related in a prohibited degree, and that prior employment is continuous for at least:

- (1) Thirty days, if the Director or Officer is appointed;
- (2) Six months, if the Director or Officer is elected. Government Code § 573.062(a); or
- (3) A person who was not restricted or prohibited under Education Code 12.1055 as it existed before September 1, 2013, from being employed by Infinite Minds School and who was employed by Infinite Minds School before September 1, 2013, is considered to have been in continuous employment as provided by Government Code § 573.062(a), and is not prohibited from continuing employment with Infinite Minds School. Education Code § 12.1055(d).

a) Continuous Employment Exception

For purposes of calculating the appropriate date for the applicability of the continuous-employment exception, a superintendent with final authority to select personnel is an appointed Director or Officer. *Atty. Gen. Op. GA-177 (2004)*. If an employee continues in a position under this exception, the Director or Officer to whom the employee is related in a prohibited degree may not participate in any deliberation or voting on the appointment, reappointment, employment, reemployment, change in status, compensation, or dismissal of the employee, if the action applies only to the employee and is not taken regarding a *bona fide* class or category of employees. Government Code § 573.062(b). A "change in status" includes a reassignment within an organization, whether or not a change in salary level accompanies the reassignment. *Atty. Gen. Op. JC-193 (2000)*. For an action to be "taken with respect to a *bona fide* category of employees," the officeholder's action must be based on objective criteria, which

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do not allow for the preference or discretion of the officeholder. *Atty. Gen. Op. DM-46 (1991)*. The nepotism prohibitions do not apply to appointment or employment of a substitute teacher. Government Code § 573.061.

b) Retired Teachers

A teacher who has retired from a full-time, certified teacher position has broken his or her employment with INFINITE MINDS, and does not qualify for the continuous employment exception to the nepotism laws. *Atty. Gen. Op. JC-442 (2001)*.

SEC. 7. TRADING PROHIBITED

A Director or Officer may not hire, select, appoint, confirm the appointment of, or vote for the hiring, selection, appointment, or confirmation of an individual to a charter position in which the individual's services are under the Director or Officer's direction or control if:

- (1) The person is related to another Director or Officer within the prohibited degree; and
- (2) The appointment would be carried out, in whole or in partial consideration for the other Director or Officer's hiring, selecting, appointing, confirming, or voting for an individual who is related to the first Director or Officer within a prohibited degree. Government Code § 573.044.

SEC. 8. SOURCE OF FUNDING IRRELEVANT

The rules against nepotism apply to employees paid with public funds, regardless of the source of those funds. Thus, the rules apply in the case of a teacher paid with funds from a federal grant. *Atty. Gen. L.A. No. 80 (1974)*.

SEC. 9. NEPOTISM EXCEPTIONS

The nepotism exceptions described in 19 TAC § 100.1115 also apply. Notwithstanding an exception, a Director or Officer related in a prohibited degree may not participate in any deliberation or voting on the appointment, reappointment, or confirmation of same, employment, reemployment, change in status, compensation, or dismissal of an individual, unless the action is taken regarding a *bona fide* class or category of employees.

SEC. 10. ENFORCEMENT OF NEPOTISM PROHIBITIONS

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In accordance with state law, a Director or Officer who violates the nepotism regulations shall be removed from office by the Board. A failure to thus remove is a material charter violation.

- (1) Removal must be in accordance with the Articles and Bylaws of Infinite Minds School and in accordance with the terms of the charter and other state and federal law.
- (2) A Director or Officer violating the nepotism laws may also be removed by the Attorney General and may be subject to criminal and other penalties.

SEC. 11. DELEGATION OF HIRING AUTHORITY

The Board may delegate final authority to select INFINITE MINDS personnel to the Chief Executive Officer/Superintendent, Human Resources Director, or other designated Officer.

If such authority is designated to the Chief Executive Officer/Superintendent, the Chief Executive Officer/Superintendent is a “public official” for purposes of Chapter 573, Government Code, with respect to a decision made under that delegation of authority. Education Code § 11.1513(f). As such, if the Chief Executive Officer/Superintendent has been delegated final authority to select INFINITE MINDS personnel, the Chief Executive Officer/Superintendent may not hire, select, appoint, confirm the appointment of, or vote for the hiring, selection, appointment, or confirmation of an individual who is to be directly or indirectly compensated from public funds or fees of office, if:

- (1) The person is related to the Chief Executive Officer/Superintendent by consanguinity (blood) within the third degree or by affinity (marriage) within the second degree; or
- (2) The person is related to a Board member by blood or marriage within a prohibited degree. Government Code §§ 573.002, 573.041.

An individual who is related to the Chief Executive Officer/Superintendent within the relevant level or consanguinity (blood) or by affinity (marriage) and was employed by INFINITE MINDS before September 1, 2013 is considered to have been in continuous employment as provided by Government Code § 573.062(a), and is not prohibited from continuing employment with INFINITE MINDS.

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Notwithstanding the above, each Director remains subject to Chapter 573, Government Code with respect to all INFINITE MINDS employees. Education Code §§ 11.1513(f), 12.1055.

PART V: RELATED PARTY TRANSACTIONS

SEC. 1. COMPLIANCE WITH COMMISSIONER RULE

Infinite Minds School shall comply with all rules issued by the Commissioner of Education concerning related party transactions under Education Code §§ 12.1166–.1167. This includes any rule concerning notification to the Commissioner if Infinite Minds School intends to enter into a transaction with a related party and provide an appraisal from a certified appraiser to the Texas Education Agency.

SEC. 2. DEFINITIONS

For purposes of this policy, the term “related party” includes:

1. A party seeking to enter into a financial transaction with INFINITE MINDS, and such party has a current or former Board member, administrator, or officer who is:
 - a. A Board member, administrator, or officer of INFINITE MINDS; or
 - b. Related within the third degree of consanguinity or affinity, as determined under Chapter 573, Government Code, to a Board member, administrator, or officer of INFINITE MINDS;
2. Infinite Minds School’s related organizations, joint ventures, and jointly governed organizations;
3. INFINITE MINDS’s Board members, administrators, or officers or a person related to a Board member, administrator, or officer within the third degree of consanguinity or affinity, as determined under Chapter 573, Government Code; and
4. Any other disqualified person, as that term is defined by 26 U.S.C. § 4958(f).

For purposes of subsection 1 above, a person is a former Board member, administrator, or officer if the person served in that capacity within one year of the date on which a financial transaction between Infinite Minds School and a related party occurred.

SEC. 3. AUDIT BY COMMISSIONER

If the aggregate amount of all transactions between Infinite Minds School and a related party exceeds \$5,000.00, the Commissioner may conduct an audit of such transaction. If the

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Commissioner determines a transaction with a related party using funds received under Education Code § 12.106 was structured in a manner that did not benefit Infinite Minds School or that the transaction was in excess of fair market value, the Commissioner may order that the transaction be reclassified or that other action be taken as necessary to protect Infinite Minds School's interests. Failure to comply with the Commissioner's order is a material charter violation.

SEC. 4. ANNUAL AUDIT DISCLOSURE

Infinite Minds School must include in its annual audit a list of all transactions with a related party. Additionally, the annual audit must separately disclose:

1. All financial transactions between Infinite Minds School and any related party, separately stating the principal, interest, and lease payments; and
2. The total compensation and benefits provided by Infinite Minds School and any related party for each member of the Board and each officer and administrator of INFINITE MINDS and the related party.

PART VI: CONFIDENTIALITY

A Director and Officer shall exercise care not to disclose Confidential Information. Confidential Information is information deemed confidential by law, and any information not generally known or publicly available, or that INFINITE MINDS maintains as confidential, proprietary, restricted, or otherwise as not to be disclosed generally, and any information that the Board or INFINITE MINDS otherwise determines or deems as Confidential Information.

A Director shall not use Infinite Minds School property, Confidential Information, or the status of his or her position to solicit business for others, or in any other manner obtain a private financial, social or political benefit.

PART VII: DISCLOSURE AND ANNUAL REVIEW

SEC. 1. NEW DIRECTORS AND OFFICERS

Each new Director and Officer shall review a copy of this Policy and shall complete the Annual Statement of Disclosure and Compliance attached hereto as Exhibit C. The Board shall treat completed Annual Statements of Disclosure and Compliance as Confidential Information.

Infinite Minds School BOARD POLICY MANUAL
POLICY GROUP 1 – GOVERNANCE
ETHICS, CONFLICT OF INTEREST, AND NEPOTISM

PG-1.6

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SEC. 2. PERIODIC REVIEW

To ensure that Infinite Minds School operates in a manner consistent with charitable purposes, and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects: (i) whether compensation arrangements and benefits are reasonable based on competent survey information, and are the result of arm's length bargaining; (ii) whether partnerships, joint ventures, and arrangements with management organizations conform to Infinite Minds School's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes, and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

SEC. 3. ANNUAL REVIEW

Each current Director and Officer shall complete the Annual Statement of Disclosure and Compliance attached hereto as Exhibit C. The Board shall treat completed Annual Statements of Disclosure and Compliance as Confidential Information.

SEC. 4. APPLICABLE LAW

This Policy is supplemental to and does not replace federal, state or local laws governing conflicts of interest applicable to charter schools and charitable organizations. When in conflict, the applicable law shall control.

Adopted the _____ day of _____, 20__

President

Member

Secretary

Member

Treasurer

DATE ISSUED: OCT, 2023

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EXHIBIT A

AFFIDAVIT OF ABSTENTION

§ § §

 Schulman,
Lopez, Hoffer
& Adelstein, LLP

Infinite Minds School BOARD POLICY MANUAL
POLICY GROUP 1 – GOVERNANCE
ETHICS, CONFLICT OF INTEREST, AND NEPOTISM

PG-1.6

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- ☐ an ownership interest of 10 percent or more or \$15,000 or more of the fair market value of the business entity;
- ☐ funds received from the business entity exceed 10 percent of _____ (my, his, her) gross income for the previous year;
- ☐ real property is involved and _____ (I, he, she) have/has an equitable or legal ownership with a fair market value of at least \$2,500;

Upon filing of this affidavit with the official record keeper of Infinite Minds School , I affirm that I shall abstain from voting or further participating in any matter involving the business entity or real property, unless allowed by law.

SIGNED this the _____ day of _____, 20____.

Signature of Affiant

Title

Before me, the undersigned authority, this day personally appeared _____
_____ (Affiant Name) and by oath swore that the facts herein above
stated are true and correct to the best of his/her knowledge or belief.

SWORN TO and SUBSCRIBED before me on the _____ day of _____,

DATE ISSUED: OCT, 2023

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Infinite Minds School BOARD POLICY MANUAL
POLICY GROUP 1 – GOVERNANCE
ETHICS, CONFLICT OF INTEREST, AND NEPOTISM

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20__.

(seal)

Notary Public, State of Texas

My commission expires: _____

DATE ISSUED: OCT, 2023

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EXHIBIT B

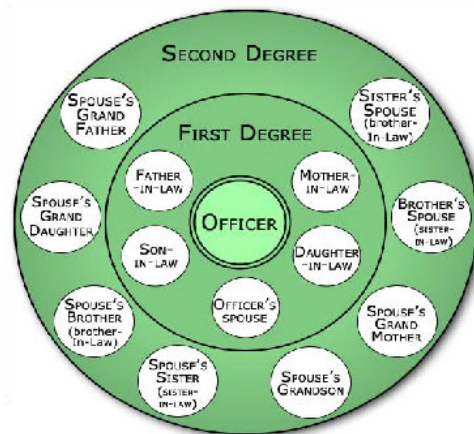
NEPOTISM CHART

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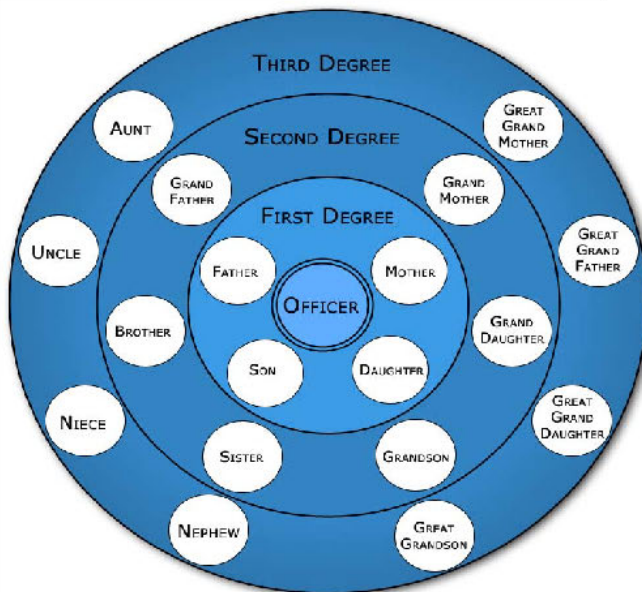
NEPOTISM CHART

The chart below shows

- ▽ **Affinity Kinship** (relationship by marriage)
- ▽ **Consanguinity Kinship** (relationship by blood) for purposes of interpreting nepotism as defined in VTCA Government Code, Chapter 573, §§573.021 - .025



AFFINITY KINSHIP
Relationship by Marriage



CONSANGUINITY KINSHIP
Relationship by Blood

EXHIBIT C

ANNUAL STATEMENT OF DISCLOSURE AND COMPLIANCE

Name: _____

Position: _____

- ☐ Please describe below any relationships, positions, or circumstances in which you are involved that you believe could be considered an Interest or that might be perceived as an actual or possible Conflict of Interest, as defined in the Infinite Minds School Ethics, Conflict of Interest and Nepotism Policy. Please also describe any familial relationships that would qualify as relationships within the prohibited degree as defined in the Infinite Minds School Ethics, Conflict of Interest and Nepotism Policy.

- ☐ I am involved in no activity, relationship, position or circumstance that could be considered an Interest or might be perceived as an actual or possible Conflict of Interest, as defined in the Infinite Minds School Ethics, Conflict of Interest and Nepotism Policy. I do not have any familial relationships that would qualify as relationships within the prohibited degree as defined in the Infinite Minds School Ethics, Conflict of Interest and Nepotism Policy.

I hereby certify that the information as set forth above is true and complete to the best of my knowledge. I have reviewed and agree to abide by the Infinite Minds School Ethics, Conflict of Interest and Nepotism Policy that is currently in effect.

Signature: _____

Date: _____

INFINITE MINDS SCHOOL CONFLICT OF INTEREST POLICY

Article I

Purpose

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

Article II

Definitions

Interested Person

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

Financial Interest

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

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

Article III

Procedures

1. Duty to Disclose

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

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

2. Determining Whether a Conflict of Interest Exists

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

3. Procedures for Addressing the Conflict of Interest

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

4. Violations of the Conflicts of Interest Policy

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

Article IV

Records of Proceedings

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

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

Article V

Compensation

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

Article VI

Annual Statements

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

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

Article VII

Periodic Reviews

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

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

Article VIII

Use of Outside Experts

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

As approved by Unanimous Written Consent of the Board of Directors pursuant to the BOC.

ATTACHMENT G3

Board Member Résumés and Disclosure Affidavits

For each member of the proposed school's governing board, provide a résumé and a notarized Board Member Disclosure Affidavit. See next page.

All prompts and response boxes must be completed on the affidavit.

Applicants must ensure that each board member individually provides her/his own personal response as substantial repetition among and between affidavit responses will be subject to this application's Plagiarism Policy and may cause an application to be removed from consideration.

GENERATION 29 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: Infinite Minds

Name of Sponsoring Entity: Infinite Minds

Contact Information

Full Legal Name: Nicholas Ditto

Home Mailing Address: 950 Henderson Street Apt 1216

Phone Number: (708) 822-2698

Email Address: ditto004@umn.edu

Knowledge and Experience

Describe the specific knowledge and experience that you would bring to the board of the proposed charter school.

I have been an educator for the past 11 years. I've been a teacher at the middle school and high school level, an instructional coach supporting a range of teachers from pre-service to veterans, and most recently, the founding principal of a high-performing charter school in Fort Worth. I bring a strong working knowledge of instructional leadership to the board of Infinite Minds. Specifically, I will be able to support them in the areas of school culture and safety, data-driven instruction, assessment, and curriculum. Furthermore, I will be able to assist them by providing guidance on teacher support and professional development.

Are you affiliated with any business/organizations entrusted with the care and supervision of lawful minors and/or wards of a governmental entity? If yes, provide a name of the business/organization and description of the specific demographics served. Identify all formal complaints, investigations, and/or litigation that have involved the business/organization referenced. Describe the nature of the claim, status, findings, and/or ruling.

- ☒ No
☐ Yes

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? If yes, describe the precise nature of the relationship.

- ☒ No
☐ Yes

Will any relative(s) within the third degree of consanguinity or affinity be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school? If yes, describe the precise nature of the relationship.

- ☒ No
☐ Yes

Do you currently serve or have previously served on a board of a school district, another charter school, a non-public school, or any not-for-profit corporation? If yes, identify all entities and dates.

☒ No

☐ Yes

Disclosures

Do you plan to contract or seek future employment with the sponsoring entity, the charter school, or any management company of the school? If yes, describe the nature of employment and all the compensation you expect to receive.

☒ No

☐ Yes

Are you (or your spouse) affiliated with any individual(s), organization(s), educational service provider(s), or management organization(s) that may conduct business with the proposed charter school? If yes, describe the precise nature of the relationship(s).

☒ No

☐ Yes

Are you (or your spouse) partners or majority shareholders in a business/organization that may conduct business with the proposed charter school? If yes, identify all applicable business/organizations.

☒ No

☐ Yes

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? If yes, identify the offense and date of conviction.

- ☒ No
☐ Yes

Certification

I, Nicholas Ditto, 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
(blue ink)

[Signature]

Date

8/17/2023

FOR NOTARY PUBLIC USE ONLY

State of Texas

County of Tarrant

On this day, Nicholas Ditto

(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.

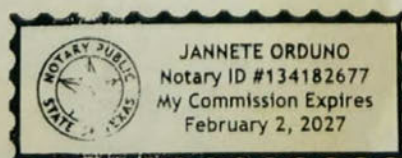
Subscribed and sworn to before 17 day of August, 2023.

(Notary Public)

[Signature]

My commission expires

February 2, 2027



GENERATION 29 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: Infinite Minds Texas

Name of Sponsoring Entity: Infinite Minds School

Contact Information

Full Legal Name: Nicholas Pascale

Home Mailing Address: 5710 McCommas Blvd Unit 202 Dallas, Tx 75206

Phone Number: 214-226-5904

Email Address: Nicholasm pascale@gmail.com

Knowledge and Experience

Describe the specific knowledge and experience that you would bring to the board of the proposed charter school.

Obtaining a BA in Secondary Education and History at Palm Beach Atlantic University, Nicholas migrated to Philadelphia to begin his career in education as a SPED teacher for the School District of Philadelphia in 2004 . After two years serving the scholars of West Philadelphia's Alaine Locke Elementary two truths were clear: 1) educational inequity is real, pervasive, and destructive 2) he was 100% bought in to be a part of the solution to help erase this inequity Eager to develop more effective ways to educate his scholars, he completed his master's degree with an emphasis in Multi-Cultural Education from Eastern University. Nicholas completed Wilmington University's Principal certification program and assumed the role of Assistant Principal at Boys' Latin. The following year Mr. Pascale moved into the Principal role at the newly approved Boys' Latin Middle School. Schools that Nicholas has led have received national attention being written up in the Wall street Journal and Huffington Post. After 13 years in education working in the City of Brotherly Love and Sisterly Affection, Nicholas moved with his wife Naz, to the wonderful city of Dallas. Nicholas assumed the position of Middle School Principal at Uplift Mighty where he completed a successful school turnaround in two short years moving the school from a D- rating to a B rating from the state of Texas. Nicholas was then promoted to operate as the Director of Social-Emotional Learning for Uplift's Network which serves over 20,000 scholars over 43 schools spanning 50 miles of the Dallas/Fort Worth Metroplex. After consulting in the for-profit space on the side, Nicholas transitioned to a real estate company called GreenWorks as their first Chief People Officer. To stay connected in the world of ED, Nicholas accepted the Board President role at the Natural Resources Company in January of 2021. NRC focuses on teacher retention/appreciation within both, public and charter schools in DFW. After two and a half years at GreenWorks leading all things PEOPLE, Nicholas joined CoLeauge consulting where he works in both, the ED and non-profit space. Most recently he has worked with New Leaders and BellWether supporting equity projects nationally. Nicholas is thrilled to serve as a board member of InfiniteMinds and support the growth of this amazing charter school in South Fort Worth.

As my bio highlights above, I have served as a teacher, both (special ed and regular ed, principal, and district level leader over the last 19 years. Curriculum, hiring/talent practices, school culture work are all areas I feel highly skilled at.

Do you currently serve or have previously served on a board of a school district, another charter school, a non-public school, or any not-for-profit corporation? If yes, identify all entities and dates.

- ☐ No
- ☒ Yes

I have served as the Board President for Natural Resource Community since January 2022.

Disclosures

Do you plan to contract or seek future employment with the sponsoring entity, the charter school, or any management company of the school? If yes, describe the nature of employment and all the compensation you expect to receive.

- ☒ No
- ☐ Yes

Are you (or your spouse) affiliated with any individual(s), organization(s), educational service provider(s), or management organization(s) that may conduct business with the proposed charter school? If yes, describe the precise nature of the relationship(s).

- ☒ No
- ☐ Yes

Are you (or your spouse) partners or majority shareholders in a business/organization that may conduct business with the proposed charter school? If yes, identify all applicable business/organizations.

- ☒ No
- ☐ Yes

Are you affiliated with any business/organizations entrusted with the care and supervision of lawful minors and/or wards of a governmental entity? If yes, provide a name of the business/organization and description of the specific demographics served. Identify all formal complaints, investigations, and/or litigation that have involved the business/organization referenced. Describe the nature of the claim, status, findings, and/or ruling.

☒ No

☐ Yes

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? If yes, describe the precise nature of the relationship.

☒ No

☐ Yes

Will any relative(s) within the third degree of consanguinity or affinity be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school? If yes, describe the precise nature of the relationship.

☒ No

☐ Yes

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? If yes, identify the offense and date of conviction.

- ☒ No
☐ Yes

Certification

I, Nicholas Pascale, 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 A. Pauer CR
(blue ink)

Date 10/30/2023

FOR NOTARY PUBLIC USE ONLY

State of Texas

County of Dallas

On this day, Nicholas Michael Pascale

(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 30th day of October, 2023.

(Notary Public) S. Speis
My commission expires 02/16/2026



GENERATION 29 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: Infinite Minds

Name of Sponsoring Entity: Infinite Minds School

Contact Information

Full Legal Name: Norie Pride-Womack

Home Mailing Address: 1821 Gresham Dr, Farmers Branch, TX 75234

Phone Number: 312-560-8199

Email Address: norie.pride@gmail.com

Knowledge and Experience

Describe the specific knowledge and experience that you would bring to the board of the proposed charter school.

Served as the founding Chief Operating Officer for a high growth charter management organization

- Strengthened and streamlined operations and strategy support for the KIPP St. Louis region as the first Chief Operations Officer to take on management responsibilities
- Utilized a people-centered approach to build a streamlined school-based operations team of 15 responsible for facilities maintenance, real estate efforts, transportation services, nutrition services, human resources, data, technology, and compliance (local, state, federal)
- Led first real estate purchase and renovation efforts that included the purchase of 3 school buildings collectively totaling ~\$14M in acquisition and renovation costs
- Partnered with Finance Director to deploy a complex set of real estate financing tools (Qualified Zone Academy Bonds, New Market Tax Credits) to minimize debt incurred
- Increased access and alignment of critical progress monitoring metrics through scoping and implementation of 2 technical platforms, student information system(PowerSchool) and internal data dashboards (Schoolzilla)
- Restructured the human resource function from an embedded team member responsibility to a full Director-led department as the organization grew from a team of 50 to 300 over the course of 4 years

Extensive work in the Dallas Fort Worth Metroplex as a nonprofit executive and independent consultant in the PK-16 education space.

Are you affiliated with any business/organizations entrusted with the care and supervision of lawful minors and/or wards of a governmental entity? If yes, provide a name of the business/organization and description of the specific demographics served. Identify all formal complaints, investigations, and/or litigation that have involved the business/organization referenced. Describe the nature of the claim, status, findings, and/or ruling.

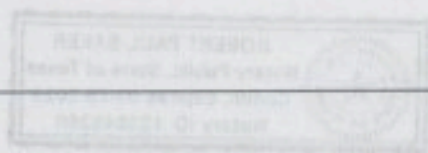
- ☒ No
☐ Yes

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? If yes, describe the precise nature of the relationship.

- ☒ No
☐ Yes

Will any relative(s) within the third degree of consanguinity or affinity be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school? If yes, describe the precise nature of the relationship.

- ☒ No
☐ Yes



Do you currently serve or have previously served on a board of a school district, another charter school, a non-public school, or any not-for-profit corporation? If yes, identify all entities and dates.

- ☒ No
☐ Yes

Disclosures

Do you plan to contract or seek future employment with the sponsoring entity, the charter school, or any management company of the school? If yes, describe the nature of employment and all the compensation you expect to receive.

- ☒ No
☐ Yes

Are you (or your spouse) affiliated with any individual(s), organization(s), educational service provider(s), or management organization(s) that may conduct business with the proposed charter school? If yes, describe the precise nature of the relationship(s).

- ☐ No
☒ Yes

- sit on the strategy committee for Girl Scouts of Northeast Texas

Are you (or your spouse) partners or majority shareholders in a business/organization that may conduct business with the proposed charter school? If yes, identify all applicable business/organizations.

- ☒ No
☐ Yes

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? If yes, identify the offense and date of conviction.

- ☒ No
☐ Yes

Certification

I, Norie Pride-Womack, 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
(blue ink)

Norie Pride-Womack

Date

September 25, 2023

FOR NOTARY PUBLIC USE ONLY

State of Texas

County of Dallas

On this day, Norie Pride-Womack

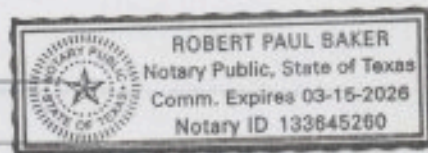
(name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 25th day of September, 2023.

(Notary Public)

Robert Paul Baker

My commission expires 03/19/2026



GENERATION 29 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: Infinite Minds

Name of Sponsoring Entity: Infinite Minds School

Contact Information

Full Legal Name: Lyn Renee Scott

Home Mailing Address: 5017 Willow Park Drive, Arlington, Texas 76017

Phone Number: 8176889288

Email Address: lscott@guardianshipservices.org

Knowledge and Experience

Describe the specific knowledge and experience that you would bring to the board of the proposed charter school.

I currently serve as Executive Director of Guardianship Services, Inc. (GSI) and the Financial Exploitation Prevention Center (FEPC) located in Fort Worth, Texas. I have extensive experience in the nonprofit community, previously serving in an executive role at a housing agency serving medically vulnerable, chronically homeless adults and children.

I received my eMBA from Texas Woman's University in Denton, Texas. I hold a post-baccalaureate Certificate in Accounting and have been certified as a Texas Guardian by the Judicial Branch Certification Commission and is certified as an Occupancy Specialist by the National Center for Housing Management. I wrote and published From Passion to Execution: How to Start and Grow an Effective Nonprofit Organization.

My affiliations include MHMR's Adult Mental Health Community Advisory Council, Tarrant County Human Services Advisory Committee Board Member, Adult Protective Services Community Board Treasurer, Tarrant County Homeless Coalition Board Treasurer, Texas Woman's University – College of Business - Dean's Leadership Circle, and Member of Empowering Women Leaders.

Do you currently serve or have previously served on a board of a school district, another charter school, a non-public school, or any not-for-profit corporation? If yes, identify all entities and dates.

- ☐ No
☒ Yes

• Board Chair, CIP Serves, Inc. (formerly, The Capacity Building Institute), 2016 - 2018
• Adult Protective Services, Board Treasurer, 2019 – Present
• Empowering Women Leaders, Texas Woman's University, Mentor, 2021 - Present

Disclosures

Do you plan to contract or seek future employment with the sponsoring entity, the charter school, or any management company of the school? If yes, describe the nature of employment and all the compensation you expect to receive.

- ☒ No
☐ Yes

Are you (or your spouse) affiliated with any individual(s), organization(s), educational service provider(s), or management organization(s) that may conduct business with the proposed charter school? If yes, describe the precise nature of the relationship(s).

- ☒ No
☐ Yes

Are you (or your spouse) partners or majority shareholders in a business/organization that may conduct business with the proposed charter school? If yes, identify all applicable business/organizations.

- ☒ No
☐ Yes

Are you affiliated with any business/organizations entrusted with the care and supervision of lawful minors and/or wards of a governmental entity? If yes, provide a name of the business/organization and description of the specific demographics served. Identify all formal complaints, investigations, and/or litigation that have involved the business/organization referenced. Describe the nature of the claim, status, findings, and/or ruling.

☐ No

☒ Yes

Guardianship Services, Inc. has a contract with Tarrant County, Texas, to serve as the guardian of last resort for at-risk adults who do not have anyone willing or able to serve as their guardian. Additionally, the organization has a contract with the Health and Human Services Commission of Texas to serve as guardian for a number of their wards living in Tarrant County.

There is no current litigation involving me personally or the organization.

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? If yes, describe the precise nature of the relationship.

☒ No

☐ Yes

Will any relative(s) within the third degree of consanguinity or affinity be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school? If yes, describe the precise nature of the relationship.

☒ No

☐ Yes

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? If yes, identify the offense and date of conviction.

- ☒ No
☐ Yes

Certification

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

Signature Lyn Scott
(blue ink)
Date 9/21/23

FOR NOTARY PUBLIC USE ONLY

State of Texas

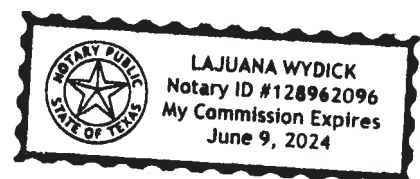
County of Tarrant

On this day, September 21, 2023

(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 21st day of September, 2023.

(Notary Public) Lajuana Wydick
My commission expires June 9, 2024



GENERATION 29 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: Infinite Minds

Name of Sponsoring Entity: Infinite Minds School

Contact Information

Full Legal Name: Rhonda Myles

Home Mailing Address:

Phone Number: 214-298-5602

Email Address: myle.rhonda214@gmail.com

Knowledge and Experience

Describe the specific knowledge and experience that you would bring to the board of the proposed charter school.

Human Resources and Talent Management
experience.

Do you currently serve or have previously served on a board of a school district, another charter school, a non-public school, or any not-for-profit corporation? If yes, identify all entities and dates.

- ☒ No
☐ Yes

Disclosures

Do you plan to contract or seek future employment with the sponsoring entity, the charter school, or any management company of the school? If yes, describe the nature of employment and all the compensation you expect to receive.

- ☒ No
☐ Yes

Are you (or your spouse) affiliated with any individual(s), organization(s), educational service provider(s), or management organization(s) that may conduct business with the proposed charter school? If yes, describe the precise nature of the relationship(s).

- ☒ No
☐ Yes

Are you (or your spouse) partners or majority shareholders in a business/organization that may conduct business with the proposed charter school? If yes, identify all applicable business/organizations.

- ☒ No
☐ Yes

Are you affiliated with any business/organizations entrusted with the care and supervision of lawful minors and/or wards of a governmental entity? If yes, provide a name of the business/organization and description of the specific demographics served. Identify all formal complaints, investigations, and/or litigation that have involved the business/organization referenced. Describe the nature of the claim, status, findings, and/or ruling.

☒ No
☐ Yes

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? If yes, describe the precise nature of the relationship.

☒ No
☐ Yes

Will any relative(s) within the third degree of consanguinity or affinity be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school? If yes, describe the precise nature of the relationship.

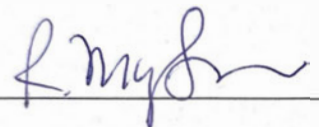
☒ No
☐ Yes

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? If yes, identify the offense and date of conviction.

☒ No
☐ Yes

Certification

I, Rhonda Myles, 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 (blue ink) 

Date 10-12-23

FOR NOTARY PUBLIC USE ONLY

State of

County of

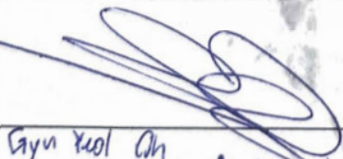
On this day, 12th October 2023, Rhonda Myles

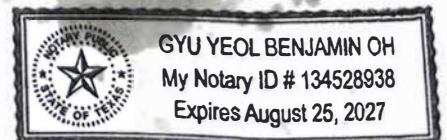
(name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 12th day of October, 2023.

(Notary Public)

My commission expires


Gyu Yeol Oh
8/25/27



Nicholas A. Ditto
950 Henderson Street Apt 1216
Fort Worth, TX 76102
(708) 822-2698 ditto004@umn.edu

EDUCATION

ARIZONA STATE UNIVERSITY
Masters of Education, Secondary Science
Cumulative GPA: 4.00

Phoenix, AZ
May 2015

UNIVERSITY OF MINNESOTA
Bachelor of Arts, English and Film Studies
Cumulative GPA: 3.92 | Dean's List from 2009-2013

Minneapolis, MN
May 2013

EXPERIENCE

IDEA PUBLIC SCHOOLS
Founding Principal at Rise College Prep

Fort Worth, TX
July 2019-Present

- Led IDEA Rise College Prep to receive an "A rating" from TEA and become the highest performing middle school in the network during the 20-21 and 21-22 school years
- Designed and implemented data-driven instructional systems resulting in 80/48/23 on the STAAR during the 20-21 school year and 90/69/43 during the 21-22 school year
- Established student culture systems leading to over 95% of families agreeing that students feel safe and enjoy going to school
- Built a staff culture focused on relevance, measurable performance, and recognition leading to 85%+ staff retention and IDEA Rise College Prep being recognized as a "Great Place to Work"
- Created and executed a strategic student enrollment plan, with the Assistant Principal of Operations, resulting in IDEA Rise College Prep being fully enrolled two years in a row

IDEA PUBLIC SCHOOLS
Principal in Residence at McAllen College Prep/Judson College Prep

McAllen and San Antonio, TX
July 2017-July 2019

- Coached a portfolio of 15 middle and high school teachers to achieve 93/66/39 in STAAR/EOC tested subjects
- Collaborated with operations team to exceed organizational attendance goal of 97.5% ADA

NOBLE NETWORK OF CHARTER SCHOOLS (SPEER ACADEMY)
10th Grade Chemistry & Reading Teacher

Chicago, IL
August 2015-July 2017

- Designed and implemented a rigorous chemistry curriculum resulting in students exceeding the network average on all interim assessments
- Pioneered a reading support class using individualized reading materials and concrete comprehension strategies leading to an average of +145L and a 288% increase in number of students reading at or above grade level

MEMBERSHIPS

- Teach For America Alumni
- Phi Beta Kappa Honor Society

Spring 2015-Present
Spring 2013-Present

NICHOLAS PASCALE

5710 McCOMMAS BLVD UNIT 202 • DALLAS, TX 75206 • NICHOLASMPASCALE@GMAIL.COM
• (214) 226-5904
WWW.LINKEDIN.COM/IN/NICHOLASPASCALE

SUMMARY OF QUALIFICATIONS

A senior education and for-profit C- Level professional with 19 years of educational leadership work experience, specializing in education management, HR management, operational alignment, curriculum design, program and talent development, strategic planning, and culture building.

EXPERIENCE

Senior Management Consultant
CoLeauge (Contract)

November 2022 – Present
Dallas, TX

- Acting fractional Chief People Officer responsible for all HR and talent decisions; embedded CPO focused on building organizational frameworks to increase talent capabilities driving business objectives and outcomes
- Implemented new recruiting process flow that resulted in a 25% increase in qualified candidates and a 20% reduction in time-to-hire while saving the company 100k per year in outsourced recruiting spend
- Introduced performance development plan aimed to track and support employee growth as source of truth for the company's stance on people optimization
- Created employee manual for W-2 employees and 1099 independent contractors to protect against worker misclassification, set expectations, improve communication, promote consistency, and enhance onboarding and offboarding
- Conducted full-cycle recruitment for diverse positions, including sourcing, screening, and interviewing candidates for various departments and levels within the organization
- Executed 360-degree current state assessment for audit of Albemarle County School District experiencing decreased student success for targeted demographics; project lead responsible for identifying and targeting inefficiencies to implement an actionable process improvement plan
- Constructed and presented gap analysis for District of Columbia Public schools executive team based on cross-section of the nations best principal evaluation processes to lead the change and development of their principal evaluation process

Chief People Officer
GreenWorks

December 2020 – February 2023
Dallas, TX

- Head of 110+ HR team responsible for recruiting, talent, and people development
- Conducted full-cycle recruitment for diverse positions, including sourcing, screening, and interviewing candidates for various departments and levels within the organization
- Executive Finance Committee co-lead, ensuring company-wide fiscal responsibility through new vertical growth
- Spearhead product analysis, procurement, and management of GreenWorks Human Resource Information System
- Brokered benefits and provider selection process to curate benefits to meet our employee's diverse needs
- Disseminate culture and performance metrics data to CEO, staff, and executive team bi-annually
- Lead strategic planning for incentives, company recognition, vision and mission alignment across all markets (Dallas, Houston, Austin, and San Antonio)
- Oversee financial planning and general operation, including budget reporting and forecasting of a \$10M budget.
- Create and manage Progressive Discipline Policy for coaching/feedback and performance evaluations.
- Collaborate with CEO for mergers of competitor acquisitions to increase GreenWorks market share and revenue goals
- Lead procurement of all technology in partnership with IT consultancy, managed IT consultant's accountability to deliver best in class IT support to GreenWorks
- Designed and elevated internal communications including GreenWorks employee handbook and monthly newsletter
- Responsible for building, maintaining, and execution of GreenWorks Mission, Vision, Values and Culture (MVVC)

NICHOLAS PASCALE

5710 McCOMMAS BLVD UNIT 202 • DALLAS, TX 75206 • NICHOLASMPASCALE@GMAIL.COM
• (214) 226-5904
WWW.LINKEDIN.COM/IN/NICHOLASPASCALE

Director of Social Emotional Learning
Uplift Education

July 2017 – November 2020
Dallas, TX

- Designed and executed Network SEL 3-Year Strategic Plan for Uplift's 43 schools
- Built new district office intervention program creating job titles, program manual and built hiring team for 2020 pilot in 13 schools)
- Led selection/purchasing and vetting of all explicit SEL curriculum for the entire network.
- Manage network Restorative Practices to ensure execution of strategic initiatives including conflict resolution, teacher engagement, and professional development
- Analyzed and presented student culture/discipline data to C-Team and Board of Trustees. Led data analysis and strategic planning of Uplift's Network SEL Survey
- Co-lead refinement of network Code of Conduct with focus on scholar restoration while meeting new and changing federal and state laws
- Coached Network Deans and Directors on campus and classroom SEL alignment

Director
Uplift Mighty Middle School

July 2017 – July 2019
Fort Worth, TX

- Responsible for recruiting, hiring, developing, and directly supervising over 45 employees
- Manage school leadership team to ensure execution of strategic initiatives including conflict resolution; teacher engagement and professional development; student improvement standards; and community engagement
- Deliver instructional feedback to improve staff competencies and student outcomes through classroom observations, bi-annual performance reviews, instructional coaching, and teacher growth plans
- Led initiative to build culture team that built out SEL programming through "Owning Up" curriculum for entire school
- Co-Lead liaison for the Fort Worth CAC meeting
- Pilot school for Dean Integration role for broader Network
- Responsible for communication plan which included weekly messaging to all major stakeholders through ParenLink.

Principal
Boys' Latin Charter Middle School

January 2015 – June 2017
Philadelphia, PA

- Responsible for recruiting, hiring, developing, and directly supervising over 60 employees
- Oversee financial planning and general operation, including budget reporting and forecasting of a \$5M budget.
- Manage school leadership team to ensure execution of strategic initiatives including conflict resolution; teacher engagement and professional development; student improvement standards; fundraising; and community engagement
- Deliver instructional feedback to improve staff competencies and student outcomes through classroom observations, bi-annual performance reviews, instructional coaching, and teacher growth plans
- Execute reorganization of employee and student handbook and HR policies to maximize teacher and student retention
- Execute school's external publications for press releases, school website, and social media outlets
- Implement streamlined systems for leveraging parent support for academic and behavioral initiatives
- Lead liaison for the Board of Trustees and Parent Network serving over 900 student families
- In charge of strategic partnership with Teach for America for teacher placement and development
- Designed social-emotional and academic based after-school programming through \$1.2M 21st Century Grant awarded by the Commonwealth of Pennsylvania

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Assistant Principal
Dean of Students
History Department Chair, Teacher
Boys' Latin Charter High School

August 2012 – December 2014
September 2011 – August 2012
September 2010 – June 2011
Philadelphia, PA

- Managed over \$100,000 department budget, with special focus on mapping new curriculum and programming with school-wide learning deficits
- Provided instructional support for special and general education teachers through formal observations and improvement plans, and drafted letters for personnel files in cases of misconduct
- Synthesized school data and delivered presentations to the Board of Trustees on school climate, attendance, and academic data
- Appointed chief architect of school safety plan for safe corridors, fire drills, and shelter-in-place procedures
- Facilitated culture team meetings to assess and distill student behavioral and academic data
- Co-led new teacher induction program developing student-focused strategies for classroom management; coached teachers on best practices in instructional planning, facilitation, and assessment
- Developed restorative justice program to promote positive student behavior, intervention strategies, and equitable consequences for student misbehavior through individualized student growth plans
- Acted as lead advisor and coach of Mock Trial team, in partnership with the University of Pennsylvania
- Oversaw curriculum alignment, instructional coaching, and informal observations for the high school history department as history department chair
- Designed and implemented unit plans, lesson plans, and formal assessments aligned to academic standards

History Teacher
Inclusion Teacher
Mariana Bracetti Charter Middle School

September 2008 – August 2010
September 2006 – August 2008
Philadelphia, PA

- Analyzed state benchmarks and school-wide academic diagnostics for special education population
- Designed and organized compliance tracking, monitoring, and accountability for student records
- Instituted professional development opportunities for school staff on emerging educational methodologies
- Appointed lead teacher for 7th grade village, responsible for managing student behavior and academic achievements; served as a liaison for parent and teacher relations for cross-dependent teaching teams
- Co-taught under the inclusive model, planned cooperative learning, differentiated assignments, and modified summative assessments for general and special education students
- Managed IEP case-load and co-planning responsibilities; responsible for testing, benchmarks and overall levels for special education caseload
- Founded Varsity Baseball program

Special Education Coordinator
Self-Contained Special Education Teacher
Alain Locke Elementary School

September 2005 – August 2006
October 2004 – August 2005
Philadelphia, PA

- Developed professional development training curriculum for school staff around co-teaching, functional behavior assessments, and behavior intervention plans
- Taught emotional and autistic support self-contained students and developed IEPs
- Implemented and analyzed state benchmarks and academic diagnostics for special education population.
- Co-developed response to intervention program to streamline the end-to-end process for identifying and testing students for special education services; collaborated with therapeutic support staff and outside agencies to best support students' needs
- Developed new protocols to migrate from paper-based IEPs to digital implementation with Easy IEP program.
- Created special education process documentation to secure full compliance on all special education records

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VOLUNTEERING

Board President of Natural Resource Community
NRC Education Non-Profit

January 2022- Present
Dallas, TX

EDUCATION

Educational Leadership Certificate
Wilmington University

- **Major:** Principal Certification

Graduated May 2013
Wilmington, DE

Masters of Education (M.E.D)
Eastern University

- **Major:** Multicultural Education

Graduated January 2007
Philadelphia, PA

Bachelors of Art (B.A.)
Palm Beach Atlantic University

- **Major:** History and Secondary Education

Graduated May 2004
West Palm Beach, FL

CERTIFICATIONS

Instructional I Teaching Certification, State of PA
Instructional II Teaching Certification, State of PA
Administrative I Principal Certification, State of PA
Administrative II Principal Certification, State of PA

October 2004 – May 2010
May 2010 – Unlimited
May 2010 – Present
May 2013 – Unlimited

TECHNICAL SKILLS

- **Software:** Microsoft Office Suite, Descript, Gallup Q12, BambooHR
- **Management:** Project Management, Revenue Management, Communication Management, Resource Management, Employee Management

NORIE PRIDE-WOMACK

Dallas-Fort Worth Metroplex | 312-560-8199 | norie.pride@gmail.com | [linkedin.com/in/noriepridewomack](https://www.linkedin.com/in/noriepridewomack)

A dynamic leader with extensive experience building, empowering, and leading teams to successfully tackle mission-critical initiatives. Demonstrated expertise in strengthening/streamlining operations and strategy support; formulating and implementing innovative business strategies to optimize company performance.

Core Competencies

- | | | |
|------------------------------------|----------------------------|----------------------------------|
| ▪ Strategic Growth | ▪ Organizational Design | ▪ Leadership & Team Management |
| ▪ Systems Improvement/Optimization | ▪ Change Management | ▪ Talent Acquisition/Management |
| ▪ Operations Management | ▪ Data Analysis & Insights | ▪ Strategic Planning & Execution |
-

PROFESSIONAL EXPERIENCE

Desmos Studio Public Benefit Corporation / Desmos Inc, Remote

2021 - Aug 2023

Education technology SaaS company offering a suite of math tools used by over 80M people around the world

Chief Operating Officer

- As part of 3 person executive team, led successful sell/acquisition of curriculum business
 - o Managed corporate advisors, data room and financial reporting (including flow of funds)
 - o In partnership with acquirer HR team, managed integration talent and people planning/supports resulting in minimal turnover of team members
 - o Led stand up of new organization to house the remaining tools business
 - Spearheaded the launch and design of an improved customer relationship management system
 - Supported revenue function -- including setting pricing strategy, conducting discovery calls and pricing negotiations, supporting customer success strategy
-

The Commit Partnership, Dallas, TX

2019 - 2021

\$20M budget education-focused non-profit organization

Managing Director, People & Finance

- Ensured sound financial operations, including compliance across a variety of funding types (government grants, foundation gifts, technical assistance contracts), clean audits, seamless AP/AR processes and appropriate contracts
 - Led organization-wide people manager training modules grounded in proven, management practices mindful of fairness and inclusion.
 - Led revamp of financial coding structure to allow for increased nimbleness and better alignment to org operations
 - Led transition from a PEO to org-owned HR platforms (including a benefits program revamp and implementation of an enhanced HRIS platform)
 - Increased org satisfaction with team supports by implementing ticketing system and clear service level agreements
-

NEPW Consulting

2019 - Present

Consulting firm focused on strategic growth, organizational design and leadership supports

Founder/Principal

- Coach executives on a variety of people-centered leadership practices and change management topics
 - Led strategic planning process with a ~\$1B Fort Worth-based foundation to assess viability and draft implementation plan for the launch of a county-wide initiative focused on increasing higher education completion rates
-

KIPP St. Louis Public Schools, St. Louis, MO

2015 - 2019

\$28M budget Charter Management Organization comprised of 5 schools, 2,000 students in the school year 2018-19

Chief Operating Officer

- Strengthened and streamlined operations and strategy support for the KIPP St. Louis region as the first Chief Operations Officer to take on management responsibilities

Submitted during remedy period.

- Utilized a people-centered approach to build a streamlined school-based operations team of 15 responsible for facilities maintenance, real estate efforts, transportation services, nutrition services, human resources, data, technology, and compliance (local, state, federal)
- Led first real estate purchase and renovation efforts that included the purchase of 3 school buildings collectively totaling ~\$14M in acquisition and renovation costs
- Partnered with Finance Director to deploy a complex set of real estate financing tools (Qualified Zone Academy Bonds, New Market Tax Credits) to minimize debt incurred
- Increased access and alignment of critical progress monitoring metrics through scoping and implementation of 2 technical platforms, student information system(PowerSchool) and internal data dashboards (Schoolzilla)
- Restructured the human resource function from an embedded team member responsibility to a full Director-led department as the organization grew from a team of 50 to 300 over the course of 4 years
- Selected as a Broad Resident Fellow with The Broad Center that encompassed a prestigious 2-year leadership training and cohort experience with aspiring school district leaders from all across the United States

The Boston Consulting Group, St. Louis, MO

Global management consulting firm with over 90 offices around the world

Consultant

2013 - 2014

- Partnered with global healthcare executive leaders in Europe and Australia to assess organizational staffing needs and lead organization structure redesign that led to a decrease in overhead expenses
- Built turnaround strategy components for a U.S. university's college of education – including identification of root causes of enrollment decline, synthesis of key go-forward opportunities and market segmentation
- Contributed to the design and launch of a financial strategy transformation for a mid-sized school district – including working directly with the CFO to build a financial planning model aligned to district strategic priorities

Associate

2008 - 2010

- Designed and launched an Access-based activity management tool for in-store representatives and robust ROI model to assess the worth of in-store activities in support of salesforce strategy implementation for a global CPG company
- Guided implementation of a turnaround strategy for a large urban U.S. public school system; advised Chief of Transformation and wrote significant portions of successful communications (including grants)

The Achievement School District, Memphis, TN

2012 - 2013

Director of School Operations, Corning Achievement Elementary

Tennessee Department of Education, Nashville, TN

2011

Graduate Student Summer Intern

EDUCATION AND TRAINING

YALE UNIVERSITY, New Haven, CT

2008

Bachelor of Arts, Sociology with Economics

STANFORD UNIVERSITY, Stanford, California

2012

Master of Business Administration and Master of Education

Certificate in Public Management and Social Innovation | Co-President: Stanford Black Business Students Association | Arbuckle Leadership Fellow (Coached 9 MBA's (in group settings and 1:1) on leading effectively, managing conflict, providing/receiving feedback and utilizing self-awareness to drive personal growth)

VOLUNTEER SERVICE

- Lifetime Member of Girl Scouts of the USA and Gold Award earner (2004 - Present)
- Management Leadership for Tomorrow Alumni Mentor (2015 - Present)
- Stanford Graduate School of Business Alumni Consulting Team – Dallas Chapter (2019 - Present)
- Girl Scouts of North East Texas Strategic Planning Committee (2020 - Present)

Lyn F. Scott, MBA

Cell: (817) 688-9288
lyn.f.scott@juno.com

Summary of Skills & Experience:

Currently serving as the Executive Director for the only nonprofit organization in Tarrant County providing guardianship and money management services for seniors and adults with disabilities. Skilled at strategic planning, community consensus building, board reporting, board development, and staff training and development. Ability to lead and manage complex projects. Published author, keynote speaker, community volunteer and board member.

<i>Strategic Planning</i>	<i>Fund Development</i>	<i>Contract Negotiation</i>
<i>Program Development</i>	<i>Federal Grants Mgt (Full Cycle)</i>	<i>Budgeting & Financial Controls</i>
<i>Project Management</i>	<i>Local Government Partnerships</i>	<i>Nonprofit Capacity Building</i>
<i>Consensus Building</i>	<i>Public Private Partnerships</i>	<i>Best Practice Implementation</i>
<i>Nonprofit Mergers</i>	<i>Social Enterprise Management</i>	<i>Effective Team Development</i>

Major Accomplishments:

Spearheaded the development of the Financial Exploitation Prevention Center of Tarrant County (FEPC), a collaboration between Guardianship Services, Inc. (GSI), Adult Protective Services and the Tarrant County Criminal District Attorney's Office. Created a unified network of additional social service and government partners committed to the prevention, protection, and prosecution of financial exploitation of aging and/or disabled vulnerable adults in Tarrant County.

Established strong working relationships with federal and local government funders for Tarrant County Samaritan Housing and its affiliates. Secured major sponsorships and built relationships with key vendors. Developed and implemented strong financial controls and business processes, maintained profitable operations while successfully merging and integrating three other nonprofit organizations.

Delivered high profile events for The Women's Museum, raising in excess of \$1 million with notable featured guests including Secretary of State Hillary Clinton, Senator Kay Bailey Hutchison, Former First Lady Laura Bush, Ed Whitaker, Alma Powell and Gloria Steinem. Successfully managed social media initiatives, increasing Twitter followers to more than 36,000. Oversaw social enterprises, resolved internal + external fraud cases.

Summary of Work History:

Executive Director (2016 – Present)

Guardianship Services, Inc., Fort Worth, Texas – The nonprofit organization is the only Tarrant County agency providing guardianship and supports and services for at-risk adults.

- Responsible for setting the culture, creating the vision, and leading a multi-disciplinary team of 25 through challenges related to serving our clients.

- Ensure positive relationships with government agencies, partners, funders, board members and staff.
- Review, refresh, and innovate programming matching the community's current needs and expectations.
- Deliver educational outreach to the community at-large on topics related to the prevention of abuse, neglect, and exploitation of at-risk adults. Identify and represent the agency at outside events that promote and further the organization's mission.
- Develop and implement the agency's budget and ensure adequate revenue generation through contract growth, new funding sources, grant compliance and fundraising activities.

Major Accomplishments: Spearheaded the development of the Financial Exploitation Prevention Center of Tarrant County (FEPC), a collaboration between Guardianship Services, Inc. (GSI), Adult Protective Services and the Tarrant County Criminal District Attorney's Office. Created a unified collaborative network of numerous social service and government partners committed to the prevention, protection, and prosecution of financial exploitation of at-risk adults in Tarrant County. Developed and successfully funded programming focused on combating isolation and improving social determinants of health for older and/or at-risk adults. By boosting revenue and decreasing expenses, increased net income by 196% and cash on-hand by 58% year one. Capture of unbilled services exceeding \$50k. Sustained budget growth of 30% by year three, while increasing revenue source diversity.

Vice President and Chief Operations Officer (2011 – 2016)

Tarrant County Samaritan Housing, Inc., Samaritan Housing Property; Hemphill Samaritan LP; MH Housing Development Corporation; Accessible Homes, Inc.; Accessible Residences, Inc.; and Integrated Living Spaces, Inc., Fort Worth, Texas – The related for-profit and nonprofit organizations provide supportive housing and services for homeless and low-income persons living with special needs. In total, the organizations offer more than 350 rental units, serving approximately 800 adults and children.

- Managed the daily operating activities of all entities (8 direct reports): Property Management, Accounting, Administration, Cafeteria, Grant Management, Maintenance/IT (offsite vendor).
- Managed the federal grant program, providing 70% of the nonprofit organization's annual revenue. Responsibilities included:
 - Writing proposals, needs assessments and grant renewal requests
 - Monthly expense allocations and reimbursement grant billing (in accordance with OMB A-122)
 - Serving as organizational liaison for municipal funding agencies
- Accounting and Administration
 - Month-end close for all corporations
 - Prepared and monitored agencies' annual budgets; ensured adequate cash flow; managed investment accounts; and tracked actual results/provided contingency plans for deviations
 - Annual audit preparation (subject to the A-133 Single Audit Rule)
 - Continually assessed risks and ensured appropriate insurance coverage
- Planning, Policy and Investor Relations
 - Prepared and delivered financials and occupancy reports to private sector investors
 - Staff liaison for any monitoring visits from funders or oversight groups (i.e. TDHCA, DSHS, HUD, etc.)
 - Served as liaison for Finance committee; provide monthly financial reports
 - Built and nurtured relationships with donors, funders, banks and investment institutions, insurance brokers and outside auditors
- Human Resources

- Reviewed and updated personnel policies and procedures; continually reviewed hiring and compensation process
 - Provided on-boarding for new employees; provided educational and training opportunities for staff
 - Managed the employee benefits programs and worked with providers to ensure cost efficiency
 - Recommended and approved applicant hire and employee release decisions
- **Major Accomplishments:** negotiating additional municipal funding of \$784.5k for both renovations and new construction for additional affordable housing units in Fort Worth; increased municipality funding by 83% (2014); negotiated the sale of partnership interests in property –financial impact of \$1 million+ (2016); secured lead sponsor for agency’s annual fundraising event (2014 - 2016); re-capture of reimbursable expenses of \$50k (2012); successful merging of multiple organizations’ operational functions (2011 – MH Housing Development; 2016 – Accessible Homes, Accessible Residences, Integrated Living Spaces).

Chief Operating Officer/Chief Financial Officer (2005 – 2011)

Smithsonian Institution Affiliate ~ The Women’s Museum: An Institute for the Future, Dallas, Texas – TWM was an affiliate of the Smithsonian Institution and the only nationally chartered women’s history museum.

- Managed daily activities of Museum (30+ employees, 300+ volunteers): Accounting, Administration, Admissions, Development, Education, Events, Exhibitions, Facilities/Maintenance, Human Resources, Marketing, Membership, Gift Shop, and Information Technology.
 - Staff voluntary turnover rate of less than 5%, with an average tenure of 5 years.
- Oversight/management of Museum’s social enterprises
 - Retail gift shop – Consistently profitable; increased gross annual sales by 250%.
 - Event rentals – Earned revenue provided unrestricted operating funds of \$150,000 annually.
- Project management and execution of annual programs and fundraising events responsible for annual revenue in excess of \$1 million. High profile events included Secretary of State Hillary Clinton, Senator Kay Bailey Hutchison, Former First Lady Laura Bush, Ed Whitaker, Alma Powell and Gloria Steinem.
- Fraud prevention and detection. Resolved two fraud cases, collecting 100% of diverted funds.
- Audit oversight and management, worked with outside audit firm. Consistently received “clean” audit reports from outside auditors.
- Developed annual budget, presented to board for approval, continually monitored and reported quarterly, including any variances and corrective actions. In the last two years, reduced the operating budget by 50%, keeping all public programs and events intact.
- Managed the endowment investment account; preserved core balance during economic recession.
- Financial reporting – reviewed reports created by accounting staff and presented to Board of Directors. Served as staff liaison to the Finance/Audit committee.
- Program concept design, development and execution of educational programming for women and girls. The museum’s domestic and international programming provided \$750,000 in tuition and sponsorships.
- Strategic Planning – charged with the fulfillment of the organization’s strategic plan; educated and rallied paid and volunteer staff; managed initiatives to successfully achieve goals.
- Built and nurtured local, national and international relationships with collaborating organizations, board members, current and potential sponsors, donors and supporters.
- Researched, developed proposals/grant requests and managed organization’s federal grant programs.

- **Major Accomplishments:** maintaining a voluntary staff turnover rate of less than 5%, with an average tenure of 5 years; increased gross annual gift shop sales by 250%; project management of high profile events raised in excess \$1 million (secured Secretary of State Hillary Clinton, Senator Kay Bailey Hutchison, Former First Lady Laura Bush, Ed Whitaker, Alma Powell and Gloria Steinem); managed the marketing and social media increasing Twitter followers to 36,000+.

Education & Training:

BA (1997), Texas Wesleyan University, Fort Worth, Texas
Executive MBA (2011), Texas Woman's University, Denton, Texas
Certified Occupancy Specialist (2016), National Center for Housing Management
Texas Certified Guardian (2017), Judicial Branch Certification Commission

Other/Honors/Affiliations:

Published Author (April, 2012)

From Passion to Execution: How to Start and Grow an Effective Nonprofit Organization, Cengage Publishing ~ (ISBN: 978-1435460126)

Readers transform their vision and passion as they learn how to effectively start, grow, and lead a nonprofit organization with this practical, inspiring guide. The book remains in the top 10% of book sales on Amazon.com and has sold in 96% of U.S. geographical sales areas.

Affiliations

- Board Chair, CIP Serves, Inc. (formerly, The Capacity Building Institute), 2016 - 2018
- Adult Protective Services, Board Treasurer, 2019 – Present
- Empowering Women Leaders, Texas Woman's University, Mentor, 2021 - Present
- MHMR Tarrant County, Adult Mental Health Community Advisory Council Member, 2017 – present
- Meals on Wheels, Delivery Volunteer, 2020 – 2023
- Tarrant County Adult Protective Services Community Board, Treasurer, 2018 – Present
- Tarrant County Homeless Coalition, Board Treasurer, 2021 - Present
- Tarrant County Human Services, Advisory Board Member, 2018 – Present
- Texas Woman's University, Secretary - Dean's Leadership Council, School of Business, 2021 - Present

Rhonda Myles, MBA

www.linkedin.com/in/rhonda-myles | 214-298-5602 | myle.rhonda214@gmail.com

ACCOMPLISHMENTS

- Launched the first aspiring leaders program identifying high-performing staff who would be good candidates for school leadership.
- Developed an HR department and grew the employee base of 300 to over 1,000
- Created processes and systems to support the work of human capital, eg new hire orientation, new interview tools, and streamlined process between HR and payroll)

PROFESSIONAL EXPERIENCE

Freedom Prep Academy Charter School

2023 – Present

Chief People Officer

- Talent Management and Recruitment
 - Set a strategic vision for and lead all talent work within Freedom Prep
 - Attract, develop, and retain diverse school, regional, and network office talent
 - Establish and implement people and culture efforts that effectively communicate and support Freedom Prep's mission
 - Provide overall leadership and guidance to the people function by overseeing talent acquisition, career development, succession planning, onboarding, retention, training, compensation, and benefits.
- People Development and Systems Building
 - Work with the school's executive leadership team to establish short and long-term succession plans that correspond to the strategy and objective of Freedom Prep.
 - Cultivate a collaborative, inclusive, caring culture that reflects FP values, attracts top talent, and advances engagement, effectiveness, and innovation.
 - Provide talent and human resources expertise to ensure FP has outstanding systems to hire, onboard, evaluate, nurture, train, and reward staff.
 - Lead the implementation of initiatives to enhance human resources management functions and establish and support internal systems designed to promote fairness and reduce risk.
- Organization-Wide Leadership
 - Develop and implement a cohesive strategy to build a strong organizational culture and engagement.
 - Collaborates at the Executive level to lead the execution of FP's strategic priorities and plan
 - Works closely with the Executive team to determine appropriate roles for Freedom Prep talent management teams

KIPP Texas

2022-2023

Deputy Chief of Organizational Effectiveness

- Organizational Effectiveness
 - Develop short and long-term operational strategies and key initiatives to promote and achieve a culture of excellence and employee engagement.
 - Through cross-functional leadership, ensure employee engagement experiences throughout the employee life cycle, including talent acquisition, onboarding, orientation, performance management, training and education, and professional development, are streamlined and executed.
- Culture
 - Develop long-term strategies and key initiatives to promote and achieve a culture of excellence and employee engagement.
 - Develop employee recognition strategies, including reviewing, evaluating, and recommending recognition programs.
- Research and Evaluation
 - Identify, track, and analyze metrics to measure organizational design and effectiveness-related issues; design and implement solutions; ensure solutions meet the needs of KIPP Texas and are aligned with the strategic goals and objectives continuously.
 - Provide collaborative leadership to promote the development of an integrated approach to acquiring and maintaining data and applying data analytics across all KIPP Texas departments.

Child Care Associates

2019-2022

Chief Human Resources Officer

- Executive member responsible for leading and developing people functions (400+ employees), including the overall design, administration, coordination, and evaluation of the HR function.
- Oversee all HR policies, procedures, and practices, including benefits administration, and continuously evaluate overall benefits to best meet employee needs.
- People Strategy – shape, deploy and drive, in partnership with senior leadership, organizational design, succession planning, career management, performance management, and workforce planning.
- Lead and create a best-in-class HR function – evaluate current HR structure, alignment, and practices. Ensure HR is in a position to deliver an excellent employee experience that results in a highly function-motivated organization.

IDEA Public Schools

2017 -2019

Vice President of Human Resources

- Member of the senior leadership team for the Administrative Services Department, responsible for developing and administering HR strategies for the organization
- Deliver all human resources services for 5,000+ employees across two states (Texas and Louisiana), including employee relations, FMLA, Worker's Comp, personnel records, and legal compliance.
- Developed, managed, and implemented frameworks and processes for organizational development and learning practices
- Facilitated professional development as needed while providing other resources to assist staff and faculty in effectively delivering on their roles

Uplift Education

2009-2017

Sr. Director, Strategic People Initiatives

- Led recruitment and leadership development efforts for a 2,000+ employee base
- Recruited 15-20 school leaders annually for the network
- Launched two (2) aspiring leader's programs to identify high-potential leaders
- Managed strategic people/teacher pipelines for the network
- Managed all employee relations issues and counseled the CEO and other executives through difficult employee issues
- Led the work with the benefits brokers to determine health benefits for the organization, which resulted in lower out-of-pocket expenses for employees

EDUCATION & ASSOCIATIONS

Northwood University Cedar Hill, TX
Master of Business Administration

Northwood University Cedar Hill, TX
Bachelor of Business Administration

SHRM Member – present
Leadership Fort Worth 2022
Education Pioneer Visiting Fellow Alum – 2016
Way to Talk Toastmasters – 2006-2008

ATTACHMENT L1

Superintendent Résumé



The applicant has **identified a candidate** for the role of Superintendent.

If the applicant has identified a candidate for the role of Superintendent:

- Provide a professional résumé for any identified candidate.



The applicant has **not identified a candidate** for the role of Superintendent.

If the applicant has not identified a candidate for the role of Superintendent:

- Provide a sample job description/posting for the Superintendent position.

RACHEL KING

PROFILE:

Solutions-driven manager with 10+ years of experience leading large, community-oriented, cross-functional initiatives producing transformative change through value-adding programs that are scalable, data-driven, and human centered.

EXPERIENCE:

TEA- TEXAS CHARTER SCHOOLS INCUBATOR | 2022- PRESENT

FOUNDING LEADER | *VISION DEVELOPER AND SCHOOL MODEL PLANNER*

Submit and present a compelling application for Generation 29, with the aim of opening a pioneering public charter school in the state of Texas.

- **Local Landscape Analysis** - Conducted an in-depth analysis of the local educational landscape in Texas, identifying key opportunities and challenge and gathered crucial data and insights to inform the development of a visionary school model.
- **9-Month Residency at Local High-Performing School** - Immersed in a high-achieving school environment to gain firsthand experience in effective school leadership and management to inform the design of the proposed charter school.
- **Listening Tour Coordinator** - Orchestrated a series of listening tours, engaging with local constituents to understand their unique needs and expectations and garnered feedback to tailor the school's vision and mission to align with community values.

Role Key Functions

- Political and Grassroots Community Engagement with the local community to build support for the new school.
- Completed leadership development programs to enhance skills in strategic planning, project management, and design thinking.
- Conducted extensive visits to excellent schools in Texas and across the nation, engaging in meaningful discussions and identifying best practices gathering insights to implement innovative strategies within the proposed school model.
- Designed and executed 2 summer pilot programs aligned with the proposed school model to test and refine key elements while collecting data and feedback to inform the school's development and ensure its readiness for launch.

IDEA PUBLIC SCHOOLS- IDEA ACHIEVE | 2018 - 2022

ASSISTANT PRINCIPAL OF OPERATIONS | *STRATEGIC LEADERSHIP*

Administer non-academic school-based operations that improve strategic direction, financial sustainability, facilities maintenance, support beneficial outcomes for students and staff.

- **Implemented COVID19 protocols resulting in 0 campus outbreaks (N=850)** through internal policies and communication guidelines which increase efficiency and responsiveness; ensuring the safety of students, parents and staff.
- **Maintain 97.5% daily attendance**, while transitioning to hybrid learning model during a global pandemic; executing tech distribution, and software implementation.

- **Developed and directed student recruitment strategies ensuing 2.1x enrollment YOY** while building widespread neighborhood presence and community partnerships.
- **Maximized student persistence (90%) and staff retention (85%)** with weekly team pulse checks, monthly engagement events, and excellent service.

Role Key Functions

- Design school's emergency response processes, including evacuations, shelter in place scenarios, lockdown/active shooter situations and COVID19 protocol.
- Lead campus administrative and facilities teams while identifying areas of operational project ownership and campus priorities.
- Establish and implement systems and protocols to regularly and effectively assess school wide protocols and systems.
- Manage professional development offerings for staff members aligned to campus priorities.
- Implement systems and procedures for arrival, lunch, and dismissal that are safe and efficient and ensure adequate staff supervision.
- Design Thinking, Project Management, and Strategic Planning & Leadership.

UPLIFT EDUCATION- WILLIAMS PREPARATORY | 2013 - 2018

ACADEMIC COUNSELOR | ORGANIZATION STRATEGIST

Identified, implemented and documented value-adding programs and academic intervention involving key stakeholders with cross-functional collaboration.

- **Created intervention plans for 375+ students**, continuously developing action plans for academic success, using data and districts best practices.
- **Produced error free state-testing for 3+ years**, ensuring all district protocols and steps were followed and executed.
- **Coordinated multiple (6) college trips for 300+ students**, preparing students for college examination and college entrance process.

COLLEGE SMART SERVICES | 2012 - 2013

DIRECTOR | PROGRAM MANAGER

Engaged and collaborated with school personnel, parents, and community leaders to develop meaningful events to support College Smart Services' goals for program attendance, completion rates, and learning gains. Recruit, hire, and retain highly qualified teachers.

- **Partnered with four (4) major independent school districts**, building and sustaining recruitment and liaison network across regional area.
- **Serviced 100+ students**, coordinating college counseling programs and event for students and families to assist proper planning for college.

ADDITIONAL EXPERIENCE:

PROGRAM INSTRUCTOR | YMCA (2012)

PROGRAM ASSISTANT | Genesis (2012)

LITERACY SPECIALIST | M. O'Bryan Community Center (2011-12)

ACTIVITY DIRECTOR | Fisk University's G.U.S.T.O. Program (2008)

PROGRAM ASSISTANT | Fisk University's G.U.S.T.O. Program (2007)

PRE-SCHOOL TEACHER | Kid's First (2006)

EDUCATION:

FISK UNIVERSITY

Bachelor of Arts in Psychology

Graduation: May 2009

ARGOSY UNIVERSITY

Master of Arts in Community Counseling – 60 credit hours

DATA & MARKETING TOOLS:

Facebook

MS Office Suite

PowerSchool

Instagram

Bluejeans

Remind

Google Maps

PowerBI

School Messenger

ATTACHMENT L2

Superintendent Evaluation Tool

- ☐ Provide any superintendent evaluation tool that has been locally developed. If using a TEA-recommended tool such as the Texas Association of School Boards' (TASB) Superintendent Evaluation system, please state so and link in the narrative response. Do not attach.
- ☒ The TASB tool will be used. No responsive documents are being provided.

ATTACHMENT L3

Leadership Team Résumés

- ☐ The applicant has not identified candidates for any leadership team positions. No responsive documents are being provided.
- ☒ The applicant has identified candidates for the instructional leadership team.
- ☐ The applicant has identified candidates for the operational leadership team.
- ☐ The applicant has identified candidates for the financial leadership team.

Provide a professional résumé for all identified leadership team candidates. Provide all résumés for leadership team members who have been selected. Clearly indicate the position that is associated with each résumé.



PROPOSED DEAN SHANDRA JOHNSON

Shandra M. Johnson

Children must be taught to think not what to think. ~Margaret Mead

(817) 344-9530

Shandrajohnson@outlook.com

<https://www.linkedin.com/in/shandra-johnson-a023a7216>

EXPERIENCE

KIPP Texas Public Schools, TX – Director of Foundational Literacy

December 2021- Present

- Launch and maintain programmatic systems to ensure statewide teacher implementation of Foundational Literacy Instruction.
- Coaching and Development of regional Early Literacy Leaders.
- Provide high quality, effective professional development to drive improvement in teacher effectiveness and student outcomes.
- Manage curriculum adoption and implementation across the greater collective of 13 elementary schools and state partners.
- Support state Reading Academies learning as Implementation Manager and Cohort Leader.

Texas Christian University, TX – Clinical Supervisor/Adjunct Professor

December 2021- Present

- Facilitate learning in the classroom setting focused on developing literacy instruction K-12.
- Coach and support the clinical teacher/intern through the weeks of clinical teaching/internship.
- Provide T-TESS aligned observation feedback for clinical teachers.
- Liaison between TCU School of Education and the K-8 school community.

IDEA Public Schools, TX – Academy Principal (*Principal in Residence*)

June 2017 - October 2021

- Successfully launched elementary school with grades PK-4.
- Coached and supported teachers to increase overall on grade level reading by 20%.
- Led turnaround of middle school by implementing high-leverage academic and culture practices.
- Coordinated and led New Teacher Professional Development.
- Coached and managed teachers in multiple grade levels and content areas.

SUMMARY

More than 8 years serving as an instructional leader and developing teachers and staff to accelerate learning and growth for all children.

RESULTS

Led two middle schools “A”
Rated by TEA.

Led elementary school “B”
Rated by TEA.

Led a Pre-Kinder Program with 2 consecutive years of more than 95% Kindergarten Reading Readiness

- Led DEI regional learning and established common leadership practices grounded in equity and inclusivity in four launching schools.

Uplift Education, Dallas, TX— *Dean of Scholars*

June 2015 - June 2017

- Maintained more than 95% student persistence while leading the school to achieve an “A” Rating from TEA.
- Developed, launched, and maintained a student culture of academic excellence rooted in character, self-awareness and self-advocacy.
- Coached and developed teachers through observation and feedback, lesson planning, and ongoing data practices.
- Formed partnerships with community members and families to accelerate scholars’ learning and growth.

Uplift Education, Dallas, TX— *7th Grade ELAR Teacher*

June 2013 - June 2015

- Facilitated IB Middle Years curriculum and projects to engage students in practical exploration and making connections between their studies and the real world.
- Mentored first year teacher effectiveness resulting in 100% retention in educational service.
- Launched project-based learning and unit exploration.

Dallas ISD, Dallas, TX— *10th Grade ELAR and AVID Teacher*

June 2007 - June 2013

- Facilitated targeted language support for newcomer language learners leading to over 80% student success at grade level.
- Led college-readiness curriculum, tutorial processes, and coached teacher effectiveness in service of 10% of scholar acceptance to top tier colleges.
- Developed rigors and culturally responsive curriculum to support learning and intervention needs.

EDUCATION

University of Texas Arlington, Arlington, TX— *M. Ed in Curriculum and Instruction*

December 2012

National University, Sacramento, CA— *BA in English*

May 2005

TRAININGS

Teaching College Reading and Writing Project— *Columbia University*

LEADERSHIP SKILLS

School Leadership and Management

Teacher & Leader Coaching and Development

Creating Inclusive & Equitable School Cultures

Building Community and Schools

Data Driven Instruction

Professional Development

Curriculum Eval/Development

TEACHING SKILLS

Science of Teaching

Reading (STR)

Close Reading

IB MYP Personal Project

Conceptual Development

Direct Instruction (NIFDI)

Fluency Instruction

Unit Study

Project Based Learning

Writer’s Workshop

Field Supervision Observation – *Texas Education Agency*

Cohort Leader Training – *Texas Education Agency*

ATTACHMENT L4

Leadership Team Evaluation Tool

Provide any leadership evaluation tool that has been locally developed. If using a TEA-recommended tool such as the Texas Principal Evaluation and Support System (T-PESS), please state so and link in the narrative response. Do not attach.

☒ T-PESS will be used. No responsive documents are being provided.

ATTACHMENT OP1

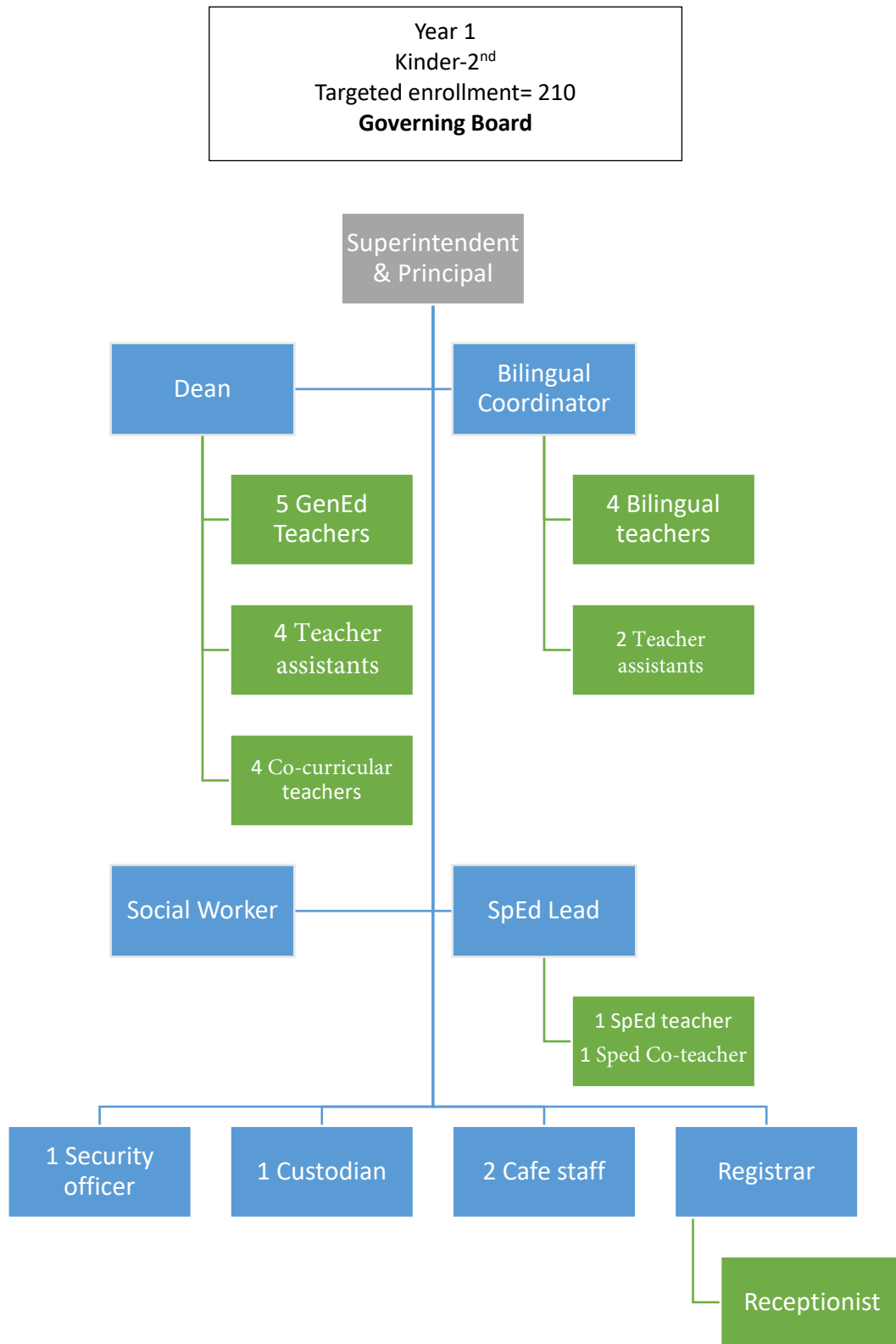
Organizational Charts

Submit three organizational charts that show the school's governance, management, and staffing structures:

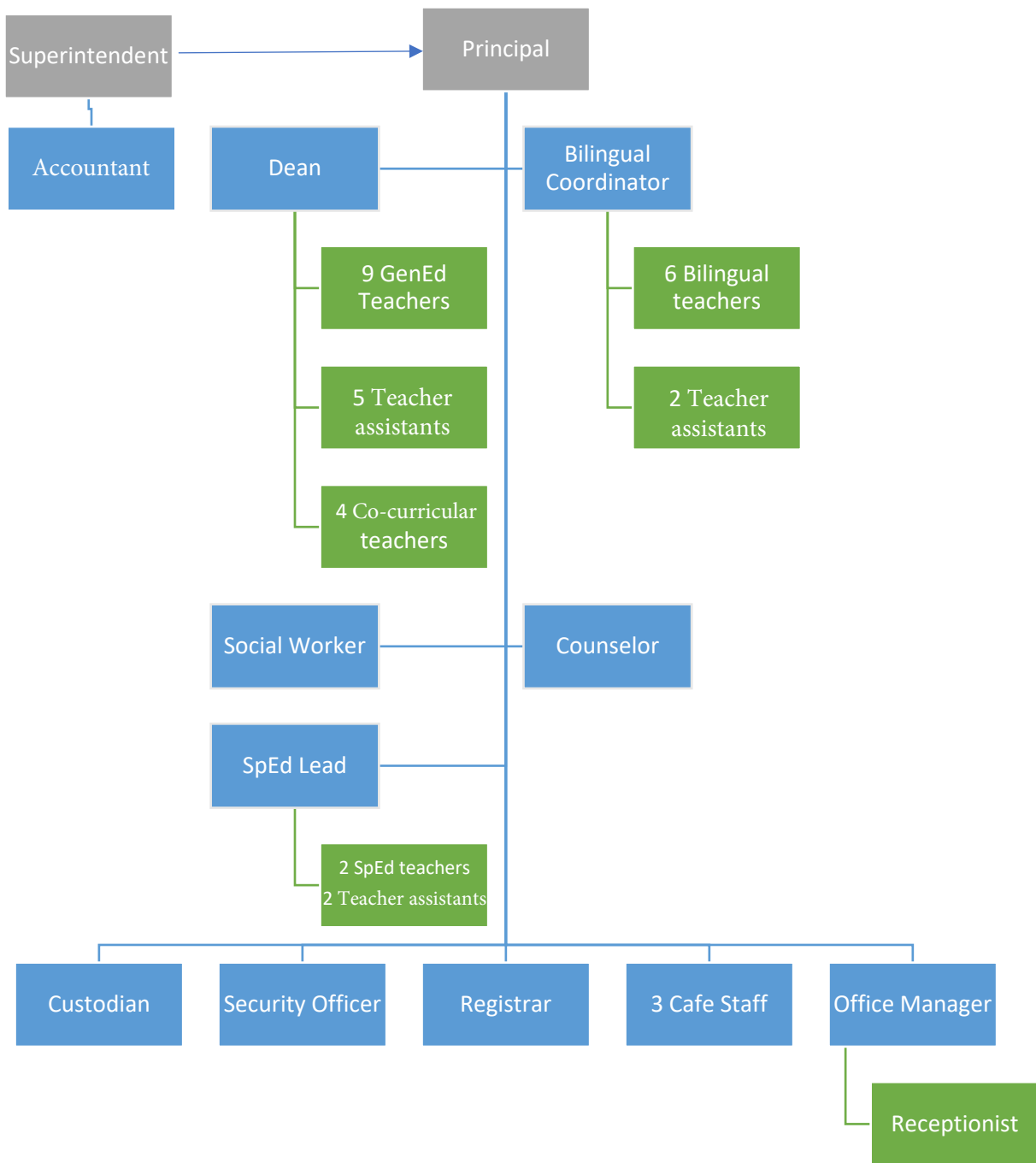
1. the first organizational chart will represent the school's structure during Year 1;
2. the second chart will represent the school's structure during Year 3; and
3. the third chart will represent the school's structure at full capacity.

If the organizational structure is not projected to change during the 5-year initial contract period, include a statement to indicate that the same organizational chart will apply in Year 1, Year 3, and at full capacity.

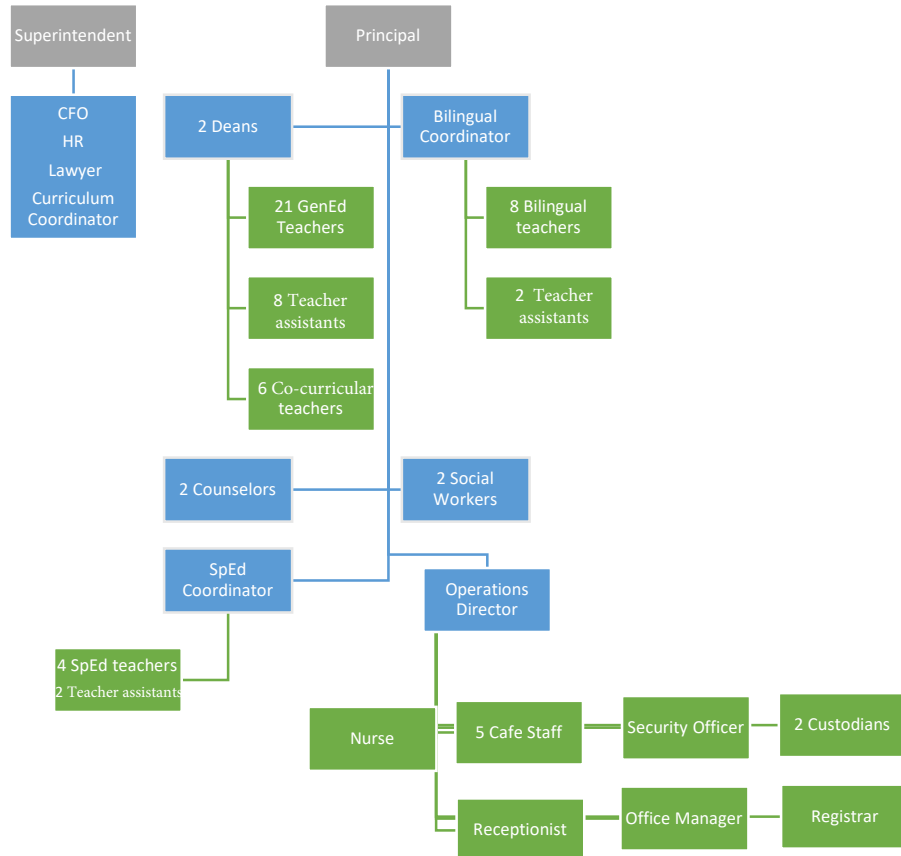
Each organizational chart must clearly delineate the roles and responsibilities of—and lines of authority and reporting among—the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school.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



Year 3
Kinder-4th
Targeted Enrollment= 345
Governing Board



At Capacity
 Grades Kinder-8th
 Total Enrollment= 621
Governing Board



ATTACHMENT OP2

Teacher Evaluation Tool

Provide any teacher evaluation tools that have been locally developed. If using a TEA recommended tool such as the Texas Teacher Evaluation and Support System (T-TESS) please state so and link in the narrative response. Do not attach.

☒ T-TESS will be used. No responsive documents are being provided.

ATTACHMENT OP3

Annual Calendar and School Schedule

Provide the proposed annual calendar for the first year of operation, including the first and last day of school, any planned breaks, and the total number of minutes of instruction.

Also, provide a proposed school schedule for a sample day and a sample week. Include any planned scheduling for accelerated student learning.



INFINITE MINDS

School Year 2025 - 2026

JULY

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

AUGUST

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

SEPTEMBER

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

OCTOBER

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

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						

DECEMBER

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			

JANUARY

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

FEBRUARY

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

MARCH

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				

APRIL

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

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						

JUNE

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				

Important Dates	
July 21-31: Teacher Pre-service	
August 1: Teacher Prep Day	
August 4: First Day of School	
September 1 : Labor Day	
October 13: Indigenous People's Day	
November 24-27 : Fall Break	
November 27: Thanksgiving	
December 22- January 5: Winter Break	
December 25 : Christmas Day	
January 1: New Years Day	
January 19: MLK Jr. Day	
March 16-20: Spring Break	
May 25 : Memorial Day	
May 22: Last Day of School	

Legend	
First/Last Day of School	End of the Quarter
Break	
Holiday	
Staff Development	

Grading Periods			
1st [9 weeks]	Aug 4- Oct 9	(48 days)	3rd [9 weeks]
2nd [9 weeks]	Oct 14- Dec 19	(44 days)	4th [9 weeks]
		School Hours: 8:00a - 4:00p	
185 Instructional Days		88,800 Instructional Minutes	

This Calendar Reflects the Following	
Total # of Instructional Days : [185 Days]	
Operational Minutes per Full Day : [88,800 Minutes]	

Time	Kinder	1st	2nd
8:00-8:15am	Advisory= Meal, Movement, and Motivate		
8:15-8:30am			
8:30-8:45am			
8:45-9:00am			
9:00-9:15am	Literacy	Literacy	Math
9:15-9:30am			
9:30-9:45am			
9:45-10:00am	Exploration Play Centers	Exploration Play Centers	
10:00-10:15am			
10:15-10:30am	Literacy	Literacy	Enrichment
10:30-10:45am			
10:45-11:00am			
11:00-11:15am	Meal + Movement	Meal + Movement	
11:15-11:30am			
11:30-11:45am			
11:45-12:00pm	Enrichment	Genius Hour	Lunch + Recess
12:00-12:15pm			
12:15-12:30pm			
12:30-12:45pm	Genius Hour	Enrichment	
12:45-1:00pm			
1:00-1:15pm			
1:15-1:30pm	Intervention/ Acceleration	Intervention/ Acceleration	Literacy
1:30-1:45pm			
1:45-2:00pm			
2:00-2:15pm	Snack	Snack	
2:15-2:30pm	Math	Math	
2:30-2:45pm			
2:45-3:00pm			Sci/Hum
3:00-3:15pm	Brain break	Brain break	
3:15-3:30pm	Sci/Hum	Hum/Sci	Intervention/ Acceleration
3:30-3:45pm			
3:45-4:00pm	Advisory= Check-out EOD reflection		

ATTACHMENT OP4

Admission and Enrollment Policy

Provide a draft of the proposed Admissions and Enrollment Policy, which should include the following:

- Brief summary of the application and enrollment processes.
- Non-discrimination statement to be included in the proposed school's admissions policy that meets the requirements of Texas Education Code §12.111(a)(5).
- Tentative start and end dates for the application window and the enrollment period. See Texas Education Code §12.117 and Texas Education Code §12.1173.
- Policies and procedures to be followed in conducting a lottery when a grade or class is oversubscribed, including any exemptions from the lottery. Include whether the charter school will exercise the right to exempt from the lottery returning students, the siblings of returning students, and/or the children of the school's founders and staff (as long as the total number of students allowed constitutes only a small percentage of the total enrollment).
- The approximate date on which a lottery will be conducted, when required.
- Enrollment deadlines and procedures, including an explanation of how the school will receive and process intent to enroll forms.
- Policies and procedures for the admission of students with a documented history of a criminal offense, a juvenile court adjudication, or discipline problems described in Subchapter A, Chapter 37. See Texas Education Code §12.111(a)(5)(A).
- Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.
- Explanation of the purpose of any pre-admission activities for students or parents.

If the proposed school will specialize in the performing arts, discuss whether potential students must demonstrate artistic ability as a requirement for admission to the school as provided in Texas Education Code §12.111(a)(5)(B). In addition, Texas Education Code §12.1171 permits a charter school specializing in one or more of the performing arts to require an applicant to audition for admission to the school.

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SEC. 1. NON-DISCRIMINATION IN ADMISSIONS

It is the policy of Infinite Minds to comply with all state and federal regulations regarding admission and not to discriminate during the admission and the lottery process on the basis of sex; national origin; ethnicity; religion; disability; academic, artistic, or athletic ability; or the district the child would otherwise attend. *Education Code 12.111(a)(5)*.

SEC. 2. GENERAL ELIGIBILITY FOR ADMISSION

Infinite Minds shall generally admit all persons who reside within Infinite Minds's geographic boundaries and for whom Infinite Minds operates a grade level sought and who, as of September 1 of any school year, are at least five years of age and under 21 years of age, or are at least 21 years of age and under 26 years of age and admitted by Infinite Minds to complete the requirements for a high school diploma, if the person meets any of the following conditions:

1. The applicant and either parent reside in Infinite Minds's geographic boundaries.
2. The applicant does not reside in Infinite Minds's geographic boundaries, but one of the parents resides within Infinite Minds's geographic boundaries and that parent is a joint managing conservator or the sole managing conservator or possessory conservator of the applicant.
3. The applicant and his or her guardian or other person having lawful control under a court order reside within Infinite Minds's geographic boundaries.
4. The applicant is under the age of 18 and has established a separate residence in Infinite Minds's geographic boundaries separate and apart from his or her parent, guardian, or other person having lawful control under an order of a court and has established that the applicant's presence in Infinite Minds is not for the primary purpose of participation in extracurricular activities. However, Infinite Minds is not required to admit an applicant under this provision if the applicant:
 - a. Has engaged in conduct or misbehavior within the preceding year that has resulted in removal to a disciplinary alternative education program or expulsion;
 - b. Has engaged in delinquent conduct or conduct in need of supervision and is on probation or other conditional release for that conduct; or
 - c. Has been convicted of a criminal offense and is on probation or other conditional release.
5. The applicant is homeless, regardless of the residence of the applicant, of either parent of the applicant, or of the applicant's guardian or other person having lawful control of the applicant.
6. The applicant is a foreign exchange student placed with a host family that resides in Infinite Minds's geographic boundaries by a nationally recognized foreign exchange

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program, unless Infinite Minds has applied for and been granted a waiver by the Commissioner because:

- a. Admission would impose a financial or staffing hardship on Infinite Minds;
 - b. Admission would diminish Infinite Minds's ability to provide high-quality education services for Infinite Minds's domestic students; or
 - c. Admission would require domestic students to compete with foreign exchange students for educational resources.
7. The applicant resides at a residential facility, as defined in Education Code 5.001, located within Infinite Minds's boundaries.
 8. The applicant resides in Infinite Minds's boundaries and is 18 or older or the applicant's disabilities of minority have been removed.
 9. The applicant does not reside in Infinite Minds's boundaries, but a grandparent resides in Infinite Minds's boundaries and provides a substantial amount of after-school care for the applicant as determined by the Board.
 10. The applicant and either parent of the applicant reside in a residence homestead that is located on a parcel of property any part of which is located in Infinite Minds's geographic boundaries.

Education Code 25.001.

Infinite Minds may also admit a child of a Infinite Minds employee regardless of whether the child resides in the geographic area served by Infinite Minds. *Education Code 12.117(d)*. Such a child must satisfy all other eligibility requirements imposed by law and/or Infinite Minds in order to be granted admission and enrollment in Infinite Minds.

SEC. 3. APPLICATION REQUIREMENT

Infinite Minds requires applicants to submit a complete TEA Charter Student Admission Application form in order to be considered for admission. The Superintendent or designee shall set a beginning and closing date for the application window for each school year. Tentatively, the application window will open on November 1, 2024 and close on March 28, 2024. If needed, the lottery will be held on March 29, 2024.

In order to be eligible for admission, the applicant or qualifying occupant specified by Education Code 25.001(b) must generally reside in the geographic boundaries set by the Infinite Minds School charter, and satisfy any other admissions criteria specified in this policy. *See Sec. 10*

~~Sec. 4.~~ LOTTERY PROVISIONS

DATE ISSUED: OCT, 2023

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A “lottery” for purposes of this policy is a non-weighted, random selection process that determines the order of enrollment of student applicants. A lottery is to be conducted if the number of applicants exceeds the maximum enrollment. The lottery shall take place within 10 days after the closing date of the application period. The lottery will be conducted via lottery selection software. The principal or designee of each campus will conduct the computerized lottery, with supervision by at least one member of the sponsoring entity or his or her designee and a representative from the Infinite Minds Central Office. This ensures that the admissions list and the waiting list are selected randomly. Results of the lottery shall be certified by a notary public.

SEC. 5. DEVELOPMENT OF WAITING LIST

The lottery will be paused momentarily after all available seats are filled. The drawing will then continue, and the randomly-selected numbers will be used to create a waiting list. As space becomes available, applicants will be called from the waiting list beginning with applicants with the lowest number assignment. Applicants selected by lottery will be “deemed admitted” and may proceed from provisional admission (Texas Education Code Section 25.002) to enrollment.

SEC. 6. ADMISSION PROCESS OF RETURNING STUDENTS

Returning students (students who currently attend Infinite Minds and intend to return the next school year) are exempted from the lottery if they notify Infinite Minds of their intent to return for the next school year by the deadline designated by the Superintendent or designee for the then-current school year.

SEC. 7. SIBLINGS POLICY AND CHILDREN OF THE SCHOOL’S FOUNDERS AND EMPLOYEES

Siblings of returning students currently enrolled at a Infinite Minds campus and who timely notify Infinite Minds of their intent to return for the next school year are exempt from the lottery and, space permitting, are automatically enrolled. For this policy “sibling” shall mean a biological or legally adopted brother or sister residing in the same household as the applicant. Cousins, nieces, nephews and unrelated children sharing an address with the applicant are not siblings. Sibling enrollment is dependent on available space and does not guarantee enrollment of each listed sibling.

Children of Infinite Minds’s founders, teachers, and staff (so long as the total number of students allowed constitutes only a small percentage of the total enrollment) are exempt from lottery requirements, as permitted by federal guidance on the Charter Schools Program.

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SEC. 8. APPLICATIONS SUBMITTED OUTSIDE THE DESIGNATED APPLICATION PERIOD

If a student applies to Infinite Minds outside of the designated application period, the student will be placed on a waiting list in the order of the date in which the application is received.

SEC. 9. STUDENTS WITH DOCUMENTED HISTORIES OF A CRIMINAL OFFENSE AND/OR MISCONDUCT

As authorized by Education Code § 12.111(a)(5)(A), Infinite Minds shall exclude from enrollment those students who have a documented history of a criminal offense, a juvenile court adjudication, or other discipline problems under Subchapter A, Chapter 37 of the Education Code, specifically those offenses listed in TEC § 37.007(a), (b). These discipline histories will be examined on a case-by-case basis and only be excluded should their enrollment put the safety of other students at jeopardy.

SEC. 10. DOCUMENTS AND INFORMATION APPLICANTS ARE REQUIRED TO PROVIDE

Applicants must complete and submit the common admission application form developed and made available by the Texas Education Agency (“TEA”) under Education Code 12.1173.

Applicants are not required to provide transcripts or other academic records until after they are offered admission.

SEC. 11. VERIFICATION OF RESIDENCY AND IMMUNIZATION RECORDS FOR ENROLLMENT

Verification of residency and current immunization records are required for all students enrolling. Every student enrolling for the first time must present a signed statement from a physician or documentation of immunizations as required by the Texas Department of Health, no later than 30 days after enrolling. Students who submit an affidavit from a physician stating immunizations should not be administered for medical reasons, and students who submit an affidavit signed by the student’s parent or guardian declining immunizations for reasons of conscience, will be excepted from this requirement. The parent or guardian must furnish records that verify the identity of the student.

A person’s “residence,” for the purpose of this policy is the true, fixed and permanent place where the qualifying occupant ordinarily lives and sleeps, not less than four nights during the school week and to which, when temporarily absent from the residence, the occupant intends to return. The qualifying occupant specified by Education Code 25.001(b) must generally reside in the authorized geographic boundaries of Infinite Minds, as described in the Infinite Minds charter. A person who is homeless, as defined by 42 U.S.C. 11302, need not reside within the

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geographic boundaries of Infinite Minds. In order to verify residency for enrollment, acceptable evidence of residency includes:

- Current property tax bill with parent/guardian's name and property address;
- Current rental or lease agreement with parent/guardian's name, student name, and address, as well as manager or owner's name and telephone number;
- Documents related to the purchase of the residence with the parent/guardian's name and property address;
- Mail dated within 60 days before the application date from the following sources:
 - Social Security Administration;
 - A Texas State government agency;
 - Utility companies;
 - Credit card bill;
 - Financial institutions; including checking or savings;
 - Insurance companies;
 - State and Federal Revenue documents;
 - Paycheck information; and
 - Other sources or documents demonstrating residency.

If, at any time, a student's or qualifying occupant's residence is in question, Infinite Minds may ask for additional documents for verification. If the parent or legal guardian cannot provide evidence of residency because the parent or legal guardian is living with a relative or friend, a notarized statement by the relative or friend may be accepted by Infinite Minds with the following stipulation:

- Notarized statement must state that the parent or legal guardian and child are living with the relative/friend;
- Notarized statement must state the name of the relative or friend who is on the relative or friend's proof of residence;
- Notarized statement must state the same address of the relative or friend who is on the relative or friend's proof of residence;
- A copy of the relative or friend's proof of residence must be attached to the notarized statement (meeting the documentation criteria described above); and
- The notarized statement must be signed by the same name of relative or friend who is on the relative or friend's proof of residence.

A person whose parent or guardian is an active-duty member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, may establish residency by providing to Infinite Minds a copy of a military order

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requiring the parent's or guardian's transfer to a military installation in or adjacent to Infinite Minds's attendance zone. Such proof of residence shall be provided to Infinite Minds not later than the 10th day after the arrival date specified in the military order requiring the parent's or guardian's transfer. For purposes of this provision, the term "residence" includes residence in a military temporary lodging facility. *Education Code 25.001(c-1)-(c-2).*

Subsequently, within 60 days, at least two current documents, Infinite Minds must be provided confirmation of residency from one or more of the following sources:

- Credit card companies;
- U. S. Treasury;
- Social Security Administration, including benefits letter;
- Texas State government agencies (including city and county agencies);
- Utility companies;
- Financial institutions including checking, savings, or investment account statements;
- Insurance companies; or
- State and Federal Revenue departments.

Infinite Minds may conduct home-visits, at any time, to confirm residency of applicants and enrolled students. Falsification of residence on an enrollment form is a criminal offense.

SEC. 12. ADULT STUDENT ATTENDANCE REQUIREMENT FOR CONTINUED ADMISSION

A person who voluntarily attends school after his or her 19th birthday shall attend school each school day for the entire period the program of instruction is offered. Infinite Minds may revoke, for the remainder of the school year, the enrollment of a person who has more than five absences in a semester that are not excused under Education Code 25.087, except that Infinite Minds may not revoke the enrollment on a day on which the person is physically present at school. A person whose enrollment is revoked under this subsection may be considered an unauthorized person on school grounds and a criminal trespass warning may be issued. Prior to revoking the person's enrollment, Infinite Minds shall issue a warning letter to the person, after the third unexcused absence, stating that the person's enrollment may be revoked for the remainder of the school year if the person has more than five unexcused absences in a semester. As an alternative to revoking enrollment, Infinite Minds may impose a behavior improvement plan. *Education Code 25.085(e).*

SEC. 13. STUDENT RESIDENCY SEPARATE FROM PARENT/GUARDIAN

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In order to protect the best interests of students enrolled, for purposes of students under the age of 18 who have established a residence apart from the person's parent, guardian, or other person having lawful control, such persons must establish their separate residency and verify it with documentation acceptable to Infinite Minds in the same manner as other students. However, a student under 18 and not living with parents or guardian, who has engaged in conduct in the preceding year that has resulted in a disciplinary removal, alternative placement or expulsion, or who has engaged in delinquent conduct or conduct in need of supervision and is on probation or other conditional release for that conduct, or has been convicted of a criminal offense and is on probation or other conditional release, shall not be admitted to Infinite Minds. The Superintendent or designee shall follow "Students with Documented Histories of a Criminal Offense and/or Misconduct," above, in making such determination.

SEC. 14. ADMISSION OF HOMELESS STUDENTS

a) Definitions

"Enroll" and "enrollment" include attending classes and participating fully in school activities.

"Homeless child" or "homeless children" means children or youths who lack a fixed, regular, and adequate nighttime residence and includes:

1. Children who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Children who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
3. Children who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
4. Migratory children living in circumstances described above. "Migratory child" means a child who made a qualifying move in the preceding 36 months (a) as a migratory agricultural worker or a migratory fisher; or (b) with, or to join, a parent or spouse who is a migratory agricultural worker or a migratory fisher.

"School of origin" means the school that the child attended when permanently housed or the school in which the child was last enrolled, including a preschool. When a child completes the final grade level served by the school of origin, the term "school of origin" shall include the designated receiving school at the next grade level for all feeder schools, as applicable.

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“Unaccompanied youth” includes a homeless child or youth not in the physical custody of a parent or guardian.

b) General Requirements

As a condition of receiving federal funds under the McKinney-Vento Homeless Assistance Act, Infinite Minds shall, according to a homeless child’s best interest:

1. Continue the child’s education in the school of origin for the duration of homelessness;
 - a. If the child’s family becomes homeless between academic years or during an academic year; and
 - b. For the remainder of the academic year, if the child becomes permanently housed during an academic year; or
2. Enroll the child in any Infinite Minds school that non-homeless students who live in Infinite Minds’s geographic boundaries are eligible to attend.

42 U.S.C. 11432(g)(3)(A).

In determining the best interest of a homeless child, Infinite Minds shall:

1. Presume that keeping the child in the school of origin is in the child’s best interest, except when doing so is contrary to the request of the child’s parent or guardian, or in the case of an unaccompanied youth the youth;
2. Consider student-centered factors related to the child’s best interest, including factors related to the impact of mobility on achievement, education, health, and safety of homeless children, giving priority to the request of the child’s parent or guardian or the unaccompanied youth;
3. If, after conducting the best interest determination based on consideration of the presumption in item 1 above and the student-centered factors in item 2 above, Infinite Minds determines that it is not in the child’s best interest to attend the school of origin or the school requested by the parent or guardian or the unaccompanied youth, provide the parent, guardian, or unaccompanied youth with a written explanation of the reasons for its determination, in a manner and form understandable to such parent, guardian, or unaccompanied youth, including information regarding the right to appeal as set forth in Sec. 13-f below; and
4. In the case of an unaccompanied youth, ensure that the homeless liaison assists in placement and enrollment decisions under these provisions, gives priority to the views of

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such unaccompanied youth, and provides the notice to such youth of the right to appeal as set forth in Sec. 13-f below.

42 U.S.C. 11432(g)(3)(B).

Infinite Minds shall not stigmatize or segregate a student who is homeless.

c) Information from Parents

Infinite Minds may require the parent or guardian of a homeless child to submit contact information. *42 U.S.C. 11432(g)(3)(H).*

d) Enrollment

Infinite Minds shall immediately enroll a homeless child, depending on available seats, even if the child:

1. Is unable to produce records normally required for enrollment, such as previous academic record, records of immunization and other required health records, proof of residency, or other document; or
2. Has missed application or enrollment deadlines during any period of homelessness.

42 U.S.C. 11432(g)(3)(C).

e) Enrollment in School of Origin

In determining the best interest of the student for the purpose of continuing the student's education in the school of origin, Infinite Minds shall presume that keeping the student in his or her school of origin is in the student's best interest, except when doing so is contrary to the request of the parent, guardian, or unaccompanied youth. Infinite Minds shall also consider the best interests of the student with regard to the impact of moving schools on the student's achievement, education, health, and safety, including such relevant factors as:

1. Continuity of instruction;
2. Age and grade placement of the student;
3. Distance of the commute and its impact on the student's education or special needs;
4. Personal safety of the student;

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5. The student's eligibility and need for any specialized services and supports, such as Section 504, special education and related services, or bilingual or English as a second language services;
6. Length of anticipated stay in a temporary shelter or other temporary location, if applicable;
7. Likely area of the family's or youth's future housing;
8. Time remaining in the school year; and
9. School placement of siblings.

Services, including transportation, that Infinite Minds is required to provide shall not be considered in determining the student's school of attendance.

f) Disputes Concerning Enrollment

If a dispute arises over eligibility, or school selection or enrollment in a school:

1. The child shall be immediately enrolled in the school in which enrollment is sought, pending final resolution of the dispute, including all available appeals;
2. The parent or guardian of the child or an unaccompanied youth shall be provided with a written explanation of any decisions related to school selection or enrollment made by Infinite Minds, including the rights of the parent, guardian, or unaccompanied youth to appeal such decisions.
3. The parent, guardian, or unaccompanied youth shall be referred to the homeless liaison, who shall carry out the dispute resolution process as expeditiously as possible after receiving notice of the dispute; and
4. In the case of an unaccompanied youth, the liaison shall ensure that the youth is immediately enrolled in the school in which the youth seeks enrollment pending resolution of such dispute.

42 U.S.C. 11432(g)(3)(E).

g) Comparable Services

Infinite Minds shall provide a homeless child with services comparable to those offered to other student in the school in which the child is enrolled. *42 U.S.C. 11432(g)(4).*

SEC. 15. ADMISSION OF MILITARY DEPENDENTS

a) Applicability

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Infinite Minds School BOARD POLICY MANUAL

POLICY GROUP 3 – STUDENTS

ADMISSIONS AND ENROLLMENT

PG-3.4

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The provisions of Sec. 14 of this policy shall apply to the children of:

1. Active duty members of the uniformed services, including members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. Sections 1209 and 1211;
2. Members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one year after medical discharge or retirement; and
3. Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one year after death.

Sec. 14 of this policy shall not apply to the children of:

1. Inactive members of the national guard and military reserves;
2. Members of the uniformed services now retired, except as provided above;
3. Veterans of the uniformed services, except as provided in this policy; and
4. Other U.S. Department of Defense personnel and other federal agency civilian and contract employees not defined as active duty members of the uniformed services.

Education Code 162.002 Article III.

b) Definitions

“Active duty” means full-time duty status in the active uniformed service of the United States, including members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. Sections 1209 and 1211.

“Children of military families” means a school-aged child, enrolled in kindergarten through twelfth grade, in the household of an active duty member.

“Deployment” means the period one month prior to the service members’ departure from their home station on military orders through six months after return to their home station.

“Transition” means:

1. The formal and physical process of transferring from school to school; or
2. The period of time in which a student moves from one school in the sending state to another school in the receiving state.

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“Uniformed services” means the Army, Navy, Air Force, Marine Corps, Coast Guard, as well as the Commissioned Corps of the National Oceanic and Atmospheric Administration, and Public Health Services.

“Veteran” means a person who served in the uniformed services and who was discharged or released therefrom under conditions other than dishonorable.

Education Code 162.002 Article II.

c) Eligibility for Enrollment

Special power of attorney, relative to the guardianship of a child of a military family and executed under applicable law, shall be sufficient for the purposes of enrollment and all other actions requiring parental participation and consent.

i. Continued Acceptance

A transitioning military child, placed in the care of a non-custodial parent or other person standing *in loco parentis* who lives in a jurisdiction other than that of the custodial parent, may continue to attend the school in which the child was enrolled while residing with the custodial parent.

Education Code 162.002 art. VI, § A.

d) Education Records

i. Unofficial Records

In the event that official education records cannot be released to the parents for the purpose of transfer, the custodian of the records in the sending state shall prepare and furnish to the parents a complete set of unofficial education records containing uniform information as determined by the Interstate Commission. Upon receipt of the unofficial education records, Infinite Minds shall enroll and appropriately place the student based on the information provided in the unofficial records pending validation by the official records, as quickly as possible.

ii. Official Records

Simultaneous with the enrollment and conditional placement of the student, Infinite Minds shall request the student’s official education record from the sending district.

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Education Code 162.002 art. IV, §§ A–B.

e) Tuition

Infinite Minds School is prohibited from charging tuition to:

1. A transitioning military child placed in the care of a non-custodial parent or other person standing *in loco parentis* who lives in a jurisdiction other than that of the custodial parent; or
2. A student who is domiciled in another state and resides in military housing that is located within Infinite Minds’s boundaries.

Education Code 25.004, 162.002 art. VI, § A.

f) Grade-Level Placement

Students shall be allowed to continue their enrollment at grade level in Infinite Minds commensurate with their grade level, including kindergarten, from the sending district at the time of transition, regardless of age. A student that has satisfactorily completed the prerequisite grade level shall be eligible for enrollment in the next highest grade level in Infinite Minds, regardless of age. A student transferring after the start of the school year shall enter Infinite Minds on his or her validated level from an accredited school in the sending state. *Education Code 162.002 art. IV, § D.*

g) Course Placement

When the student transfers before or during the school year, Infinite Minds shall initially honor placement of the student in educational courses based on the student’s enrollment in the sending district and/or educational assessments conducted at the sending district if the courses are offered. Course placement includes but is not limited to honors, international baccalaureate, advanced placement, vocational, technical, and career pathways courses. Continuing the student’s academic program from the previous school and promoting placement in academically and career challenging courses should be paramount when considering placement. This does not preclude Infinite Minds from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the course(s). *Education Code 162.002 art. V, § A.*

h) Educational Program Placement

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Infinite Minds shall initially honor placement of the student in educational programs based on current educational assessments conducted at the sending district or participation/placement in like programs in the sending state. Such programs include, but are not limited to:

1. Gifted and talented programs; and
2. English as a second language (ESL).

This does not preclude Infinite Minds from performing subsequent evaluations to ensure appropriate placement of the student. *Education Code 162.002 art. V, § B.*

i) Waivers

Infinite Minds administrative officials shall have flexibility in waiving course/program prerequisites, or other preconditions for placement in courses/programs offered by Infinite Minds. *Education Code 162.002 art. IV, §§ A–B, D.*

SEC. 16. DISCREPANCIES IN STUDENT NAME

The Superintendent or designee shall notify the Missing Children and Missing Persons Information Clearinghouse if a child is enrolled under a name other than the name that appears on the identifying documents. If a student's records have not been received within 30 days of a request, the Superintendent or designee shall notify local law enforcement for a determination of whether the child has been reported as missing. *Education Code 25.002(b).*

SEC. 17. FOOD ALLERGY INFORMATION

The parent of each student enrolled with Infinite Minds must complete a form provided by Infinite Minds that discloses (1) whether the child has a food allergy or a severe food allergy that should be disclosed to Infinite Minds to enable Infinite Minds to take any necessary precautions regarding the child's safety and (2) specifies the food(s) to which the child is allergic and the nature of the allergic reaction.

For purposes of this requirement, the term "severe food allergy" means a dangerous or life-threatening reaction of the human body to a food-borne allergen introduced by inhalation, ingestion, or skin contact that requires immediate medical attention.

Infinite Minds may also require information from a child's physician if the child has food allergies.

Infinite Minds School BOARD POLICY MANUAL
POLICY GROUP 3 – STUDENTS
ADMISSIONS AND ENROLLMENT

PG-3.4

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Food allergy information forms will be maintained in the child's student records, and shall remain confidential. Information provided on food allergy information forms may be disclosed to teachers, school counselors, school nurses, and other appropriate school personnel only to the extent consistent with Board policy and as permissible under the Family Educational Rights and Privacy Act of 1974 ("FERPA").

Education Code 25.0022(a)-(c).

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ATTACHMENT F1

Detailed Start-Up Plan

Provide a detailed and comprehensive start-up plan for leading the development of the school from post-approval to opening—specifying tasks, timelines, and individuals responsible for each task.

Reference : Up Excellence (Generation 28 Charter School Applicant)

Initial Contract - August 2024

Academics and Culture	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Handbooks (Superintendent and Dean)												
Develop Instructional Handbook ; Ensure mission - aligned integration												
Develop Student and Family Handbook, including Code of Conduct; Ensure mission-aligned intergration												
School Culture Handbook ; Ensure mission-aligned integration												
Curriculum Development (Superintendent and Dean)												
Identify, review, and finalize the selection/adaption of high-quality instructional materials												
Identify, review, and finalize the selection of classroom supplies and materials												
Select technology (hardware and software), digital content and curriculum, and digital tools/resources												
Recommend curriculum and instructional material selections and technology to the Board for approval												
Review the scope and sequence, unit and lesson plans for HQIM												
Purchase materials, textbooks, technology												
Experiential Learning Development (Superintendent)												
Drafting the strategic plan for building the organizational infrastructure for Genius Hour												
Determine experiential learning , Genius Hour curricular units and potential learning experiences												
Develop Unit Conceptual Flow or Project Framework with learning progressions.												
Finalize Genius Hour learning units w/aligned resources and assessments												
Find community partners for service learning opportunities; define program and resources, articulate measurable, shared goals												
Determine communication strategies, data collection, evaluation, plans for long-term sustainability												
Assessment / MTSS (Superintendent and Dean)												
Finalize master assessment calendar, assessment tools and protocols, MTSS protocols and procedures.												
Create the schedule and protocols for universal screeners												
Review blueprints for end-of-unit summative assessments, provided by the HQIM												
Conduct universal screening of all students												
Special Populations of Students (Superintendent and Sped Lead)												
Recruit and hire Special Populations Lead & Bilingual Coordinator; Create section 504 procedures												
Define service requirements for all SPED, Section 504, GT and EB students												
Define programs, services, and supports for at-risks students												
Develop a testing schedule for Special Populations												
Identify and secure specific supplies and materials for special populations												
Identify SPED, EB population, and other special pop students												

Acquire student records													
Develop IEPs - if needed (update and review)													
School Culture (Superintendent)													
Recruit, hire, and onboard Campus Security Officer													
Determine attendance structures, procedures, and initiatives													
Identify/develop community building and family engagement structures and strategies													
Determine research-based PBIS and discipline practices, including community accountability and reconciliation													
Educator and Staff Induction (Bilingual Coordinator)													
Create a welcome packet and secure Infinite Minds welcome swag													
Develop a plan for educator and staff induction, including trainings, deliverables, and pre-opening tasks													
Finalize plan for educator and staff onboarding, including schedule, logistics, events, activities													
Secure training and professional development facilitators													
Develop a pre-opening schedule (furniture/tech installation, classroom set up, final prep., etc.)													
Secure Spring professional development, training, and school visits for key staff													
Select, secure, and deploy evaluative tool for educator and staff induction													
Talent	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	
Handbooks (Superintendent and Board)													
Develop Staff handbook													
Recruiting (Superintendent and Rhonda Myles)													
Finalize organizational chart													
Develop/finalize recruitment and hiring process, including timeline, data collection, goals													
Develop/finalize interview protocols for different positions.													
Design recruitment materials and swag													
Develop tabling "kit" for recruitment events (banners, swag, folders, etc.)													
Create plan for ensuring candidates experience the culture													
Create recruitment calendar (w/key recruitment events listed)													
Recruit & hire Dean													
Recruit & hire PEIMS/Registrar													
Special Populations of Students													
Personnel Systems (Superintendent and Rhonda Myles)													
Select Human Resources management system													
Create Induction process; Establish hiring process/system													
New hire welcome letter and packet (includes small swag item, book, etc.)													

HR checklist (Employee info forms, benefits, etc.)													
Coordinate benefit enrollment with TRS													
Develop work schedules for non-instructional staff													
Develop volunteer programs													
Develop a substitute teacher pool or plan for class coverage													
Human Resources (Rhonda Myles)													
Select Human Resources management system or contracted services for HR													
Evaluate and establish health insurance options													
Evaluate/establish other auxillary benefits (life insurance, leave, sick/vacation, etc)													
Evaluate and establish retirement option(s) - TRS and other options													
Performance Management (Superintendent and Rhonda Myles)													
Develop pay scale and salary ranges													
Develop any performance pay or bonus structures													
Develop teacher leadership and leadership development pipelines													
Develop the teacher and adminstration evaluation cycle (T-TESS & T-PESS)													
Develop, adapt, or finalize classroom observation tools and schedules													
Develop teacher coaching structure and protocol													
Determine lesson plan submission and review schedules													
Develop Operations/Admin/Leadership coaching stucture and protocol													
Develop plan for school performance reviews													
RECRUITMENT AND ENROLLMENT	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	
Handbooks (Superintendent)													
Design Student Enrollment form													
Student and Family Handbook; Translate necessary documents for families													
Student Recruitment Materials (Superintendent)													
Adapt TEA Charter School Admissions Application for online submisisons													
Post online application form on website													
Create student recruitment "kit" for recruitment events and info sessions													
Community Outreach (Superintendent)													
Create student recruitment calendar													
Schedule monthly information sessions (schedule out at least 3 months in advance)													
Coordinate media outreach to highlight community outreach events													
Identify and meet with community orgs to serve as strategic recruitment partners													

Publicity Campaign (Superintendent)													
Develop publicity strategy (paid advertising, social media, etc.)													
Launch publicity campaign (paid advertisement, social media, etc.													
Evaluate publicity strategies according to predetermined performance measures													
Admissions Lottery (Superintendent, Dean, Bilingual Coordinator, Sped lead)													
Collect Interest forms.													
Collect application forms.													
Collect Enrollment forms													
Secure lottery announcer													
Secure lottery location													
Finalize lottery protocol													
Deadline for application submission													
Conduct admissions lottery and establish waitlist													
Notify families of lottery status													
Student Enrollment and Induction (Superintendent, Dean, Bilingual Coordinator, SpEd Lead)													
Validate enrollment with confirmations													
Request non-first time scholar records from previous campus													
Home language survey (upon enrollment distribute, collect and file)													
Created and send scholar communication for orientation													
Create slide desk for scholar orientation													
Finance	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	
Handbooks (Superintendent and Norie Pride Womack)													
Financial Management													
Set up bank accounts													
Approve Fiscal Policies and Procedures Manual													
Develop accounts to track income, expenses, assets, liabilities, cash flows													
Develop financial reporting (budget vs. actual) templates and policy													
Establish payroll system													
Hire Payroll & HR provider													
Approve Y0-Y3 budgets													
Approve Y0 and Y1 Cash Flow plans													
Develop daily accounting and financial management systems													
Design process forms and policy (Purchase Orders and Expense Forms)													

Create investment/savings strategy													
Fundraising/Fund Development (Superintendent and Board)													
Create fund development plan													
Create a spreadsheet of eligible grants													
Create fundraising pitch deck													
Develop Infinite Minds primary pitch deck w/ additional slides for potential audiences													
Cultivate and solicit potential donors													
Schedule fundraising events													
Plan and execute social media fundraising campaigns													
Create plan to cultivate a network of friends and supporters													
Operations (Superintendent)	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	
Operations Handbook													
Facilities (Norie Pride Womack)													
Create site plan													
Identify 3 potential campus sites													
Formulate facility team													
Have architect to view site													
Negotiate and sign lease													
Obtain property insurance													
Oversee renovations													
Prepare building infrastructure													
Pass final inspection and receive Certificate of Occupancy													
Calendar and Schedule (Superintendent and Dean)													
Finalize daily schedule													
Finalize school calendar													
Transportation (Superintendent)													
Meet with third party vendor to discuss transportation services													
Determine transportation needs													
Draft contract													
Develop transportation route and schedule													
Food Service (Superintendent)													
Select vendor and draft contract													
Hire Cafeteria Manager													

Hire Cafeteria Staff													
Tracking and servicing of breakfast system development													
Tracking and servicing of lunch system development													
Tracking of FRPL scholars and meals system development													
Identify free/reduced lunch scholars													
Health and Safety (Superintendent and SpEd)													
Complete all state reporting requirements													
Hire CNA													
Develop a system for record-keeping													
Create inventory of supplies needs for nurse' office and purchase items													
Develop policy for non-compliance of families													
Acquire scholar medical forms													
Staff first aid training													
Fire Safety Planning (Dean)													
Contact police and fire departments													
Undergo fire inspection													
Undergo building inspection													
Contact Board of Health													
Develop fire drill policy, schedule, route													
Administrative (SpEd Lead)													
Develop filing system to store scholar academic, disciplinary, and health records													
Define how information will flow within school													
Define visitor procedures													
Develop forms necessary to track and monitor visitors													
Define how staff will communicate													
Set up phone systems and answering services													
Purchasing (Superintendent and Board)													
Create list of all items that need to be purchased through Dec of the first year													
Purchase classroom equipment and furniture													
Purchase office equipment and furniture													
Purchase postage meter													
Purchase restroom supplies													
Purchase cleaning products													

Purchase Learning Lab materials													
Purchase PE equipment													
Purchase medical supplies and furniture													
Purchase PA systems													
Purchase office supplies													
Technology (Superintendent)													
Write technology distribution plan and protection policy													
Determine assessment-related technology needs													
Creae computer filing system													
Create scholar information filing system													
Create SPED scholar filing system													
Select vendor for Scholar Information Systems													
Select internet provider													
Procure computers for staff													
Building (Superintendent)													
Develop classroom model and map													

ATTACHMENT F2

Budget Narrative

Provide a detailed budget narrative to support the assumptions and projections presented in Attachment F3 Financial Plan Workbook— including revenue, staffing levels, and costs. Include a contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

The responsive document for this attachment is limited to 1,500 words.

Note: Applicants should review the federal definition of a charter school in the Letter of Special Assurances to ensure eligibility for the Charter School Program (CSP) Start-Up Grant prior to including those grant funds in the budget.

Infinite Minds is committed to managing its financial resources for the successful launch and sustained operation of the school. Year 1 presents a unique set of financial challenges and opportunities as we embark on this exciting journey. The CSP grant is eligible for up to \$900,000. Infinite Minds has allocated \$899,885 in expenses for planning and implementation for Year 0 and Year 1. Planning Activities equal \$382,811, and Implementation Activities equal \$517,074. A detailed outline of our planned and implementation activities and expenditures for CSP is outlined on pages 89-91 in the application narrative.

Enrollment: In our inaugural year, we anticipate enrolling 207 students across three grade levels K-2nd. Details for demographic projections and anticipated funding are below, figures are an average of the proposed geographic location and Arlington ISD.

Revenue Projection for Year 1: \$2,848,241

This figure is the combination of *state revenue* for average daily attendance projection of 92% of student enrollment and *federal revenue* impacted by special education (SpEd) funding, English bilingual (EB) population funding, gifted and talented (G&T) funding, Title I funding and the previously mentioned CSP start-up grant.

State Revenue Year 1: 2,281,242

Federal Revenue Year 1: 357,161

- **Special Education (SpEd):** We project that 13% of our student population will require special education services, totaling 27 students and we are making decisions for hiring, contracted services, and expenses based on these estimations; \$30,000 in IDEA funding.
- **English Bilingual (EB) Population:** With an anticipated EB population of 46%, we expect 95 students resulting in \$14,250 in Title III funding, and are staffing to offer a Dual Language Immersion bilingual program.
- **Gifted and Talented (G&T):** Approximately 5% of our students; 10 students are projected to be classified as gifted and talented.
- **Title I Funding:** To support economically disadvantaged students, we have project 172 students qualifying for Title I funding, amounting to \$103,200.
- **Average Daily Attendance (ADA):** We anticipate a 92% ADA for Year 1, with an annual targeted increase to 95% by Year 4, 2% higher than Arlington ISD's most recent report for 2021. We will build a culture of academic excellence which will manifest with a strong ADA.

Local/ other funding Year 0: \$35,000

The Superintendent and the Board will fundraise \$35,000 to fund payroll for the Registrar and \$10,000 for contingencies.

Cost Projection for Year 1: \$2,811,954

Infinite Minds' personnel costs are the largest expenditure, covering various roles critical to our school's operation and accomplishing our mission. Year 1(Y1) includes 30 FTEs' payroll, tax, and benefit expenses projected to account for 64.22% of our total budget. Y1 roles include the Superintendent, Dean, Bilingual Coordinator, Social Worker, SpEd Lead, SpEd teacher, SpEd Teaching Assistant (TA), General Education (GenEd) teachers, Bilingual teachers, enrichment teachers, TAs, Custodian, Security Guard, Receptionist, Registrar, and Café staff. These costs will remain between 64-67% of total expenses in Years 2-5. Y2-5 includes an annual pay raise of 3% and additional staff that includes: A Principal, Accountant, Counselor, Office Manager, Human Resource, Lawyer, Curriculum Coordinator, and Full-time Sped Lead. See the personnel tab of the Financial Workbook or Attachment Op1 for the org chart. Y5 grows to 56 FTEs.

Contracted services in Year 1: \$392,461

- Accounting- \$15,000 contracted support for accounts receivable services each year
- Legal- \$15,000 Contracted legal support as necessary each year

- Nurse services- \$36,000 contracted certified nurse assistant for \$25/hour for each school year
- Food service/school lunch- \$209,711 contracted breakfast and lunch, expected to be fully reimbursed under NSLP based on 83% free-reduced lunch projections; growing at the same rate as enrollment
- Payroll services- \$38,000, a quote from Region 11 to handle accounts payable and payroll
- SpEd services- \$18,750, budgeted for \$750 per SpEd student grow at the rate of SpEd enrollment
- Substitute personnel- \$10,000 allocated for \$1,000 per month for teacher absences
- Transportation- \$40,000, assumes 10% transportation need for contracted service of 1 bus and 1 route

Operations Costs in Year 1: \$211,230

- Board Expenses: \$5000 for annual training
- Teaching Materials: \$405 per student, totaling \$27,945 for teaching materials, textbooks, supplies, and furniture at Sped Supplies- \$8,750 assumes \$350 per student at 27 students
- Textbooks- \$100 per student allocated for \$6900
- Classroom supplies- \$100 per student allocated for \$6900
- Equipment/ Furniture- \$590 per student allocated for \$41,210
- Telephone- \$18,000 based on previous application quote
- Technology: To support our student's educational needs, we've allocated \$250 per pupil, \$17,250 for Year 1
- Student Testing: An allowance of \$25 per pupil has been made for student testing \$5,175.
- Field Trips- \$20,700, \$100 per student allocated
- Transportation- \$1,500 for annual maintenance of the SpEd minibus
- Office expense- \$1,500, \$25 per student allocated
- Staff Development- \$30,000, \$500 per FTE allocated
- Staff Recruitment: \$2,500, \$250 per FTE allocated
- Student Recruitment and Marketing: This vital aspect is budgeted at \$100 per pupil, amounting to \$6,900
- Titlement Services: \$10,000 for \$1,000 per month for community engagement events
- Travel Staff- \$2500 for excellent school visits and professional development for the leadership team
- IT Set-up- \$10,000 to establish a data dashboard for data accountability for all staff and reporting to the board
- Student Information System- \$9,000 for the PEIMS system

Facility Operations in Year 1: \$163,600

Based on a cost-per-square-foot calculation for 10,000 square-foot building:

- Insurance: Calculated at \$0.50 per square foot, totaling \$5,000.
- Janitorial Services: Estimated at \$1.37 per square foot, with a total cost of \$13,700.
- Building Rent/Lease: We've budgeted \$100,000 for building rent or lease, calculated at \$10 per square foot.
- Repairs: Estimated at \$1.63 per square foot, resulting in a cost of \$16,300.
- Security System: Budgeted at \$0.25 per square foot, totaling \$2,500.
- Utilities: Calculated at \$2 per square foot, with an estimated cost of \$20,000.
- Internet: Quoted at \$6,100, assuming \$30 per pupil for internet access at 1 Mbps per student.

Growth Over Time:

To account for growth, our budgeting anticipates an increase of 33\4.78% for Year 2, 26.34% for Year 3, 21.28% for Year 4, and 16.67% for Year 5. These projections are expressed as per-pupil amounts, ensuring that we effectively manage expenses in alignment with our enrollment. Please find the expenses with allocated growth over time on the following lines: 85, 87, 99, 100, 101, 105, 106, 109, 110, 125-127, and 131-131.

Contingency Plan:

Recognizing the need to be prepared for unforeseen circumstances, we have \$200,000 in reserves with a 20%

increase year over year—a safety net to cover unexpected expenses that may arise each year. Please see the projected reserve amount based on expenditures and revenue projections:

Year 1: \$284,339

Year 2: \$326,990

Year 3: \$376,038

Year 4: \$432,444

Year 5: \$497,310

Revenue per pupil Year 1: \$13,761.94

Expenses per pupil Year 1: \$13,584.32

Infinite Minds is dedicated to sound financial planning and responsible stewardship of funds to support our mission of delivering high-quality education to our students. With a well-thought-out budget, we are poised to navigate Year 0 and beyond with financial prudence and a commitment to our educational objectives.

ATTACHMENT F4

Evidence of Financial Support

Identify specific funding amounts, property, and/or other sources expected to be available through any of the following:

- Banking/ Lending Institutions
- Foundations
- Grants
- Corporations
- Other

Also, provide any evidence of financial support from intended community partners such as:

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

☒ No responsive documents are being provided.

ATTACHMENT F5

Audit Report

Provide a copy of the sponsoring entity's most recent audit report. Use the format provided in the most recent version of the Financial Accountability System Resource Guide, Special Supplement—Charter Schools (Module 2).

Audit reports are not required for organizations that are less than one year old or for established organizations with no financial activity to date. If an audit report is not available, provide an unaudited financial report that includes, from inception to date, the following:

- Statement of financial position
- Statement of activity; and
- Cash flow statement.

If applicable, applicants must submit the statements above even if the statements indicate a zero balance.

INFINITE MINDS SCHOOL Unaudited Statement of Cash Flows

Operations

Cash receipts from

Foundation school program	\$	-
Grant payments	\$	-
Contributions	\$	-
Payments to vendors for good and services rendered	\$	-
Payments to charter school personnel	\$	-

Net Cash Flow from Operations	\$	-
-------------------------------	----	---

Investing Activities

Cash receipts from

Purchase of land and building	\$	-
Purchase of land and building	\$	-

Net Cash Flow from Investing Activities	\$	-
---	----	---

Financing Activities

Cash receipts from

Issuance of long-term debt
Principal payments on long-term debt

Net Cash Flow from Financing Activities	\$	-
---	----	---

Net Cash Provided by Operating Activities	\$0
---	-----

INFINITE MINDS SCHOOL Unaudited Statement of Financial Position

Assets	2022	2021
Current Assets		
Cash	- 0	- 0
Accounts receivable	- 0	- 0
Prepaid expenses	- 0	- 0
<i>Total current assets</i>	<i>\$ - 0</i>	<i>\$ - 0</i>
Total Assets	\$0	\$0
Liabilities and Owner's Equity		
Current Liabilities		
Accounts payable	- 0	- 0
Accrued liabilities	- 0	- 0
Deferred revenue	- 0	- 0
Current portion of long-term debt	- 0	- 0
<i>Total current liabilities</i>	<i>\$ - 0</i>	<i>\$ - 0</i>
Long-Term Liabilities		
Long-term debt	- 0	
<i>Total long-term liabilities</i>	<i>\$ - 0</i>	<i>\$ - 0</i>
Total Net Assets	\$ - 0	\$ - 0
Total Liabilities and Net Assets	\$0	\$0

INFINITE MINDS SCHOOL Unaudited Statement of Activities

Revenue		2022	2021
Local Support		- 0	- 0
State Program Revenue			
Federal Program Revenue		- 0	- 0
Total Revenues	\$	-	\$ -
Expenses			
Program Services		- 0	- 0
Support Services			
Other		- 0	
Total Expenses	\$	-	\$ -
Net Income	\$0	\$0	

ATTACHMENT F6

Credit Report

- ☐ The sponsoring entity was incorporated prior to January 1, 2022.

Provide a copy of the sponsoring entity's credit report dated within the last six months. If the entity was incorporated prior to January 1, 2022, but has no credit history, a response from one of the credit rating bureaus (Equifax, Experian, TransUnion) must be attached indicating the entity has no credit history.

- ☒ The sponsoring entity was incorporated after January 1, 2022. No documents are being provided.

ATTACHMENT F7

IRS Form 990, 990-N, 990-EZ

Provide the sponsoring entity's most recently filed (IRS) Form 990, Form 990-N, or Form 990-EZ. If a Form 990, 990-N, or 990-EZ is unavailable, provide a statement that explains why.



No documents are being provided because the sponsoring entity is less than one year old.

ATTACHMENT F3

Financial Plan Workbook

Complete the Financial Plan Workbook using this template. Once complete, applicants are instructed to submit this attachment as follows:

Electronic Submission

Submit the **entire** Financial Plan Workbook as an Excel file.

A reasonable planning estimate of **\$7,105** per student in grades K–12 and **\$3,552** per student in prekindergarten. These estimates account for a daily attendance rate of 85%, and should be used when planning and developing the budget.

Note: When using a school district as a baseline for the staff profile forms, make sure the ISD used has the same or close to anticipated average daily attendance (ADA) that the proposed charter school is projecting.

Through a grant application process, federal funds may be available for up to 12 months of post-award planning and up to two years of implementation. However, start-up funds are available for no more than three years. Actual funding depends on the number of eligible charters, the award of a successful competitive charter application, and the continuation of funds from the United States Department of Education. **Pending applicant eligibility and availability of federal funds, the application provides for up to \$900,000 in federal CSP funding.** The applicant must include and budget with these funds when completing the Financial Plan Workbook. In the notes section of each tab, please designate the allowable use of CSP funds in the appropriate row.

If awarded, funds will not be available to the sponsoring entity until the contract for the charter school has been executed, a county-district number has been assigned, and a grant has been negotiated.

After these steps are complete, federal funds may only be accessed after a request for reimbursement has been submitted. Generally, federal funds may not be received until after the charter holder has demonstrated that it has incurred an expenditure that represents an allowable cost pursuant to the requirements of the federal award.

New Charter School Application Financial Plan Workbook Instructions

General Instructions and Notes

- **Colors for tabs and cells may be different on MAC computers and Apple products.**
- Complete all four tabs in GREEN. The BLUE tabs are informational only and do not require data entry.
- For MAC users, the BLUE tabs are **Budget, Financial Plan Workbook Summary, SOF, and Payment Formula Example**. All other tabs are GREEN data entry tabs.
- Formula driven cells are locked and should remain locked. Enter information into the WHITE cells ONLY.
- For MAC users, the GRAY cells may appear blue.
- Cells containing RED triangles in the upper right corner contain guidance on that particular line item.
- All **Notes** and **Notes and Descriptions of Assumptions** cells are editable. Adding as much detail as possible in these columns is encouraged. All Notes and Notes and Descriptions of Assumptions should be verifiable with support documents if requested by TEA.

School Info Tab

- Enter the Lead Applicant's name, email address, and phone number.
- In the row **Start-Up (Year 0) Fiscal Year End**, enter the fiscal year the proposed charter school will be in for its startup year.
- In the row **Year One Fiscal Year End**, enter the fiscal year the school will be in for its first operational year.
- In the row **Fiscal Year End Date**, use the drop-down list box to select the proposed charter school fiscal year end date.
- In the row **Total School Year Minutes**, enter the number of minutes the proposed charter school will be open for

Enrollment Tab

- **Enter information into the WHITE cells ONLY. All other cells are locked and should remain locked.**

ENROLLMENT Section

- Enter the anticipated enrollment for the proposed school by grade and year in the WHITE cells only. The anticipated enrollment for all five years is mandatory because those enrollment assumptions will directly impact the five year budget/operational plan.
- Enter the anticipated average daily attendance (ADA) percentage by year.
- **WARNING** - Enter conservative and realistic enrollment numbers. The state funding for your proposed charter school will be adjusted to your actual ADA, not your budgeted ADA! If you enter ambitious enrollment numbers or your estimated enrollment numbers are not realistic compared to your waiting list of students within commuting distance, then your projections may be invalid. Additionally, your enrollment numbers may change frequently during the school year. Over budgeting revenue is the most frequent cause of financial distress for charter holders.

STUDENT POPULATION Section

- Enter the anticipated number of students for each population designation by year in the WHITE cells only. The numbers entered will automatically generate the percentage of students anticipated for that designation based on the total

TRANSPORTATION Section

- Enter the anticipated transportation allotments for the specified programs.

Personnel Tab

- **Enter information into the WHITE cells ONLY. All other cells are locked and should remain locked.**
- Column C - Enter the position description.

- Column D - Select the category for the position entered in column C from the drop down list box. Categories listed in the drop down box align with the **Start-Up, Y1, & Assumptions** and **Budget** tabs.
*****PLEASE NOTE** - Before selecting a category, be sure to review the Budget tab to see where each category falls in terms of the Personnel section.***
- Column E - Enter the starting salary for each position.
- Columns F - K - Enter the number of full-time equivalents (FTE) for each position for the given year.
- Column M - Enter any notes related to each position. **Notes must include the portion of the salary amount that will be paid from the CSP grant funds.**
- Cells P10 - S10 - Enter the anticipated percentage of salary increases for each year. Salaries for each position for each year will be automatically generated based on the yearly raise percentages entered in the worksheet.

Start-Up, Y1, & Assumptions Tab

- **Enter information into the WHITE cells ONLY. All other cells are locked and should remain locked.**
- Column C - All line descriptions are locked and are to remain locked except those WHITE and labeled **Custom**. **Custom** cells can be edited by the applicant.
- Columns E - F - Enter budgeted amounts for the proposed charter school in column E for the start-up year (Year 0) and in column F for Year 1.
- Columns H - M - Enter the percentage increase OR decrease that is anticipated for each line item from year to year.
***** PLEASE NOTE** - The percentages entered in the PAYROLL TAXES AND BENEFITS section are for the percentage of total payroll for that particular year and NOT the percentage of increase from year to year.***
- Enter any notes and descriptions of assumptions that need further explanation. *****Notes must include the amounts that will be paid from CSP grant funds.***

Budget Tab

- ALL revenues and expenses are automatically calculated based on the **Enrollment, Personnel, and Start-Up, Y1, & Assumptions** tabs.
- No data should be entered on this tab.

Financial Plan Workbook Summary Tab

- ALL revenues and expenses are automatically calculated based on the **Enrollment, Personnel, and Start-Up, Y1, & Assumptions** tabs.
- No data should be entered on this tab.

SOF Tab

- Summary of Finances (**SOF**) tab displays the estimate for Total State Aid.
- No data should be entered on this tab.

Payment Formula with Example Tab

- Actual cash flows are based on average attendance for each 6 week period reported to TEA. If you experience a substantial change in enrollment during the year, your ADA will change and so will your payments.
- No data should be entered on this tab.

INFINITE MINDS		
NEW CHARTER SCHOOL APPLICATION FINANCIAL PLAN WORKBOOK		
Lead Applicant Name:	RACHEL KING	
Contact Email:	INFINITEMINDSTX@GMAIL.COM	
Contact Phone:	682-719-5803	
Start-Up (Year 0) Fiscal Year End:	2025	Enter the 4-digit year (XXXX)
Year One Fiscal Year End:	2026	Enter the 4-digit year (XXXX)
Fiscal Year End Date:	June 30	Select date
Total School Year Minutes:	88,800	Enter the number of minutes (e.g., 75,600)

ENTER PROPOSED SCHOOL NAME



	A	B	C	D	E	F	G	H	I	J	K	L	M
1													
2		1/8/2024 9:14											
3													
4													
5													
6													
7		General Instructions and Notes											
8		ENROLLMENT											
		Pre-Kindergarten											
9		(Enter 1/2 of estimated enrollment per student. Pre-kindergarten is funded half day.)											
10		Kindergarten											
11		1st Grade											
12		2nd Grade											
13		3rd Grade											
14		4th Grade											
15		5th Grade											
16		6th Grade											
17		7th Grade											
18		8th Grade											
19		9th Grade											
20		10th Grade											
21		11th Grade											
22		12th Grade											
23													
24		Total Number of All Students Enrolled (Average Membership)											
25													
26		Average Daily Attendance (ADA) %											
27		Average Daily Attendance (ADA)											
28		Percent change YOY											
29													
30		STUDENT POPULATION											
31		Special Education Data: (TEC 48.102)											
32		Number Enrolled in Homebound											
33		Number Enrolled in Hospital Class											
34		Number Enrolled in Speech Therapy											
35		Number Enrolled in Resource Room											
36		Number Enrolled in Self-Contained Mild/Mod/Sev											
37		Number Enrolled in Full-Time Early Childhood											
38		Number Enrolled in Off-Home Campus											
39		Number Enrolled in VAC											
40		Number Enrolled from State Schools											
41		Number Enrolled in Residential Care & Treatment											
42		Number Enrolled in Mainstream											
43		Special Education Student Count (SPED)											
44		Special Education Student Count %											
45		Percent change YOY											
46													
		Career and Technology Education (CTE) Data: (TEC 48.106) (Grades 7 through 12 only)											
47													
48		Not Approved Program of Study CTE - Tier 1 Funding at 1.1											
49		Number Enrolled in One Contact Hour (V1)											
50		Number Enrolled in Two Contact Hour (V2)											
51		Number Enrolled in Three Contact Hour (V3)											
52		CTE Tier 1 Total Enrolled											
53		Approved Program of Study CTE - Tier 2 Funding at 1.28											
54		Number Enrolled in One Contact Hour (V1)											
55		Number Enrolled in Two Contact Hour (V2)											
56		Number Enrolled in Three Contact Hour (V3)											
57		CTE Tier 2 Total Enrolled											
58		Approved Program of Study CTE - Tier 3 Funding at 1.47											
59		Number Enrolled in One Contact Hour (V1)											
60		Number Enrolled in Two Contact Hour (V2)											

	A	B	C	D	E	F	G	H	I	J	K	L	M
61		Number Enrolled in Three Contact Hour (V3)											
62		CTE Tier 3 Total Enrolled	-		-		-		-		-		
63													
64		Career & Technology Students Enrollment All Tiers	-		-		-		-		-		
65		% of Career & Technology Students											
66		Percent change YOY			0.00%		0.00%		0.00%		0.00%		
67		Advanced Career and Technology Education											
68		Number enrolled in a campus designated as a P-TECH school											
69		Number enrolled in a that is a member of the New Tech Network											
70		Total Advanced CTE Enrollment		0		0		0		0		0	
71													
72		Dyslexia, Pregnancy Related, & Bilingual/ESL Data: (TEC 48.103, 48.104(a), 48.105)	Data for the following fiscal years must be based on reasonable estimates and projections.										
73			2026	2027	2028	2029	2030						
74		Number of Dyslexia & Related Disorder Students											
75		Number Dyslexia Students Enrollment Special Education	6.0	8.0	10.0	12.0	14.0						
76		Number Dyslexia Students Enrollment Non-Special Education											
77		Total Dyslexia Student Enrollment	6.0	8.0	10.0	12.0	14.0						
78		% of Dyslexia Students Enrolled	2.90%	2.90%	2.90%	2.90%	2.90%						
79		Percent change YOY		33.33%	25.00%	20.00%	16.67%						
80													
81		Number of Pregnancy Related Students											
82		% of Pregnancy Related Students Enrolled											
83		Percent change YOY		0.00%	0.00%	0.00%	0.00%						
84													
85		Number of Students Enrolled in Bilingual/ESL											
86		Number of Students Enrolled in Bilingual Dual Language One-way/Two-way	95.0	127.0	159.0	190.0	222.0						
87		Number of Students Enrolled in Bilingual Non Emergent Bilingual Dual Language Two-way											
88		Total Number of Students Enrolled in Bilingual	95.0	127.0	159.0	190.0	222.0						
89		% of Students Enrolled in Bilingual	45.89%	46.01%	46.09%	45.89%	45.96%						
90		Percent change YOY		33.68%	25.20%	19.50%	16.84%						
91													
92		Special Education Notice Check				Sped Total Notice	Sped Total Notice						
93		Career and Technology Notice Check											
94													
95		Compensatory Education (TEC 48.104)	2026	2027	2028	2029	2030						
96		Number of educationally disadvantaged students residing in an economically disadvantaged census block group	172	229	286	344	401						
97		% of Compensatory Education Students Enrolled	83.09%	82.97%	82.90%	83.09%	83.02%						
98		Percent change YOY		33.14%	24.89%	20.28%	16.57%						
99													
100		Early Education (TEC 48.108)	2026	2027	2028	2029	2030						
101		Number of Students, Kindergarten through 3rd grade, educationally disadvantaged or special language	172	229	229	229	229						
102		% of Early Education K-3 Students	83.09%	82.97%	66.38%	55.31%	47.41%						
103		Percent change YOY		33.14%	0.00%	0.00%	0.00%						
104													
105		Gifted and Talented (TEC 48.109)	2026	2027	2028	2029	2030						
106		Number Gifted and Talented Students Enrolled	10	14	17	21	24						
107		Enrollment Cap for Funding	10	14	17	21	24						
108		% of Gifted and Talented Students Enrolled	4.83%	5.07%	4.93%	5.07%	4.97%						
109		Percent change YOY		40.00%	21.43%	23.53%	14.29%						
110													
111		TRANSPORTATION (TEC 48.151)	2026	2027	2028	2029	2030						
112		Regular Program Transportation Allotment	\$7,200	\$7,200	\$7,200	\$7,200	\$7,200						
113		Private Transportation Allotment											
114		Special Education Program Transportation Allotment											
115		Career and Technology Program Transportation Allotment											
116		Transportation Total	\$7,200	\$7,200	\$7,200	\$7,200	\$7,200						
117		Percent change YOY		0.00%	0.00%	0.00%	0.00%						
118													

	A	B	C	D	E	F	G	H	I	J	K	L	M
119													

Page 1 of 1

INFINITE MINDS
REVENUE AND EXPENSE ASSUMPTIONS

BUDGET		ASSUMPTIONS						Notes and Descriptions of Assumptions for Start-Up Year	Notes and Descriptions of Assumptions for Year1 through Year 5
Start-Up Year 0	Year 1	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5		
2025	2026	2025	2026	2027	2028	2029	2030	*include in the notes the amounts from the CSP grant	*include in the notes the amounts from the CSP grant

Enter the % change below for which the amount entered in column F should change each year. Consider using the % changes in the Enrollment Tab.

REVENUE

TOTAL STATE REVENUES		2,281,242
FEDERAL REVENUES		
Charter School Program (CSP) Start-Up Grant	689,567	210,318
Other Federal Revenues		357,161
TOTAL FEDERAL REVENUES	689,567	567,479
TOTAL LOCAL & OTHER REVENUES	35,000	
TOTAL REVENUE	\$ 724,567	\$ 2,848,721

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS		
Executive Management	115,000	115,000
Instructional Management		
Deans, Directors & Coordinators	65,000	130,000
CFO / Director of Finance		
Operation / Business Manager		
Administrative Staff	25,000	134,000
Other - Administrative		
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	\$ 205,000	\$ 379,000

INSTRUCTIONAL PERSONNEL COSTS		
Teachers - Regular	25,000	540,000
Teachers - SPED		120,000
Substitute Teachers		
Teaching Assistants		140,000
Specialty Teachers		260,000
Aides		
Therapists & Counselors		65,000
Other - Instructional		
TOTAL INSTRUCTIONAL PERSONNEL COSTS	\$ 25,000	\$ 1,125,000

NON-INSTRUCTIONAL PERSONNEL COSTS		
Nurse	-	-
Librarian	-	-
Custodian	-	25,000
Security	-	25,000
Other - Non-Instructional	-	54,000

		-100.00%	0.00%	0.00%	0.00%
		34.78%	26.34%	21.28%	16.67%

		0.00%	0.00%	0.00%	0.00%
--	--	-------	-------	-------	-------

CSP FUNDS FOR PLANNING AND IMPLEMENTATION ACTIVITIES	CSP FUNDS FOR PLANNING AND IMPLEMENTATION ACTIVITIES
	TITLE I FUNDS FOR 172 STUDENTS PROJECTED, TITLE III FUNDS FOR 95 STUDENTS, IDEA FUNDS FOR 27

SUPERINTENDENT AND BOARD WILL FUNDRAISE \$35,000 TO STAFF EXPENSES FOR REGISTRAR .5 OF YEAR 0 AND \$10,000 FOR YEAR 0 CONTINGENCIES	
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CSP FUND USE FOR PLANNING YEAR & 1ST 30 DAYS OF SCHOOL YEAR, SALARY FOR SUPERINTENDENT ONLY	SALARY FOR SUPERINTENDENT/PRINCIPAL
N/A	
CSP FUND USE FOR SALARY FOR DEAN, SPED LEAD, AND BILINGUAL COORDINATOR FOR 6 MONTHS DURING YEAR 0 AND 1ST 30 DAYS OF SCHOOL YEAR	FULL TIME SALARY FOR DEAN 80k AND BILINGUAL COORDINATOR 50k
N/A UNTIL YEAR 2	
N/A UNTIL YEAR 3	
SALARY FOR REGISTRAR FOR .5 OF YEAR 0	SALARY FOR REISTRAR 50K AND RECEPTIONIST 30K

SALARY FOR LEAD TEACHERS	SALARY FOR 9 TEACHERS AT 60K EACH
	SALARY FOR SPECIAL EDUCATION TEACHERS
SEE CONTRACTED SERVICES	SEE CONTRACTED SERVICES
	TEACHING ASSISTANTS FOR GENERAL EDUCATION AND SPECIAL EDUCATION CLASSROOMS
	SALARY FOR 4 BILINGUAL TEACHERS 65K FOR THE DUAL ONE WAY BILINGUAL PROGRAM
N/A	
N/A	SALARY FOR SOCIAL WORKER

	SALARY FOR 1 CAMPUS CUSTODIAN
	SALARY FOR 1 CAMPUS SECURITY OFFICER
	SALARY FOR 2 CAFÉ STAFF

INFINITE MINDS
REVENUE AND EXPENSE ASSUMPTIONS

BUDGET		ASSUMPTIONS						Notes and Descriptions of Assumptions for Start-Up Year	Notes and Descriptions of Assumptions for Year1 through Year 5
Start-Up Year 0	Year 1	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5		
2025	2026	2025	2026	2027	2028	2029	2030		
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	\$ - \$ 104,000							*include in the notes the amounts from the CSP grant	*include in the notes the amounts from the CSP grant
TOTAL PERSONNEL EXPENSES	\$ 230,000 \$ 1,608,000								
PAYROLL TAXES AND BENEFITS		For each line item in the Payroll Taxes and Benefits section, enter the % of Total Personnel Expenses that line item should represent.							
Social Security	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	TRS ELIGIBILITY ASSUMED	TRS ELIGIBILITY ASSUMED
Medicare	2,973 22,533	1.45%	1.45%	1.45%	1.45%	1.45%	1.45%	MEDICARE-1.45% (SOURCE: SOCIAL SECURITY ADMINISTRATION)	MEDICARE-1.45% (SOURCE: SOCIAL SECURITY ADMINISTRATION)
State Unemployment	5,535 41,958	2.70%	2.70%	2.70%	2.70%	2.70%	2.70%	STATE UNEMPLOYMENT TAX 2.7% (SOURCE: TEXAS WORKFORCE	STATE UNEMPLOYMENT TAX 2.7% (SOURCE: TEXAS WORKFORCE
Worker's Compensation Insurance	1,128 8,547	0.55%	0.55%	0.55%	0.55%	0.55%	0.55%	WORKERS COMPENSATION- 0.55%	WORKERS COMPENSATION- 0.55%
TRS PUBLIC EDUCATION EMPLOYER CONTRIBUTION	3,895 29,526	1.90%	1.90%	1.90%	1.90%	1.90%	1.90%	TRS PUBLIC EDUCATION EMPLOYER CONTRIBUTION- 1.9%	TRS PUBLIC EDUCATION EMPLOYER CONTRIBUTION- 1.9%
Custom Other Tax #2	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Health Insurance	16,400 124,320	8.00%	8.00%	8.00%	8.00%	8.00%	8.00%	TRS CARE- 8.25%	TRS CARE- 8.25%
Dental Insurance	3,075 23,310	1.50%	1.50%	1.50%	1.50%	1.50%	1.50%	TRS FEDERAL CARE- 1.25%	TRS FEDERAL CARE- 1.25%
Vision Insurance	3,075 23,310	1.50%	1.50%	1.50%	1.50%	1.50%	1.50%	TRS NON-OABDI -1.5%	TRS NON-OABDI -1.5%
Life Insurance	- -	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Retirement Contribution	1,538 11,655	0.75%	0.75%	0.75%	0.75%	0.75%	0.75%	TRS EMPLOYER CONTRIBUTION- .75% (SOURCE TRS)	TRS EMPLOYER CONTRIBUTION- .75% (SOURCE TRS)
STIPEND	5,004	0.00%	0.32%	0.27%	0.20%	0.18%	0.15%	Y1 SPECIAL EDUCATION STIPEND FOR AS LEAD UNTIL FULL TIME HIRING IN YEAR 5	SPECIAL EDUCATION STIPEND FOR AS LEAD UNTIL FULL TIME HIRING IN YEAR 5
Custom Fringe #2	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
TOTAL PAYROLL TAXES AND BENEFITS	\$ 37,619 \$ 290,163								
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	\$ 267,619 \$ 1,898,163								
CONTRACTED SERVICES		Enter the % change below for which the amount entered in column F should change each year.							
Accounting / Audit	15,000			0.00%	0.00%	0.00%	0.00%		CONTRACTED SUPPORT FROM ACCOUNTING/AUDITING FIRM
Legal	5,000 15,000			0.00%	0.00%	0.00%	0.00%	CONTRACTED LEGAL SUPPORT FOR POLICY ADOPTION AND BOARD GOVERNANCE	CONTRACTED LEGAL SUPPORT ON AS NEEDED BASIS
Management Company Fee				0.00%	0.00%	0.00%	0.00%		
Nurse Services	36,000			0.00%	0.00%	0.00%	0.00%		CAN CONTRACTED AT \$25/HOUR 40 HOUR WORK WEEK FOR 36 WEEKS
Food Service / School Lunch	209,711			34.78%	26.34%	21.28%	16.67%		ASSUMES CNP WILL BE FULLY FUNDED VIA THE NSLP FUNDING TO PROVIDE BREAKFAST, LUNCH, AND SNACK
Payroll Services	38,000			0.00%	0.00%	0.00%	0.00%		QUOTE FROM REGION 11 ESC TO HANDLE FINANCE AND PAYROLL, RELEVANT FOR ENROLLMENT <600 STUDENTS
Special Ed Services	18,750			34.78%	26.34%	21.28%	16.67%		CSP FUND USE PARTIALLY FOR SUPPORT WITH CHILD FIND PROCESS AND PLANNING DURING YEAR 0 (\$6563) AND REMAINDER FROM REVENUE (12187)
Titlement Services (i.e. Title I)	10,000			0.00%	0.00%	0.00%	0.00%		\$1000 PER MONTH FOR FAMILY ENGAGEMENT, PARENT WORKSHOPS, AND COMMUNITY ENGAGEMENT PARTNERSHIP AND PARTICIPATION
SUBSTITUTE PERSONNEL	10,000			0.00%	0.00%	0.00%	0.00%		\$1000 PER MONTH FOR CONTRACTED SUBSTITUTES FOR TEACHER ABSENCES ON A AS NEEDED BASIS
TRANSPORTATION	40,000			0.00%	0.00%	0.00%	0.00%		1 BUS ROUTE FOR 10% OF STUDENT POPULATION AND CONTRACTED BUS SERVICE, AVERAGE COSTS ARE \$37,000-\$45,000
IT SET-UP	10,000			0.00%	0.00%	0.00%	0.00%	IT DASHBOARD SET-UP FOR DATA MANAGEMENT OF PEIMS, FINANCES, ETC.	
TOTAL	\$ 15,000 \$ 392,461								

INFINITE MINDS
REVENUE AND EXPENSE ASSUMPTIONS

	BUDGET		ASSUMPTIONS						Notes and Descriptions of Assumptions for Start-Up Year	Notes and Descriptions of Assumptions for Year1 through Year 5
	Start-Up Year 0	Year 1	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5		
	2025	2026	2025	2026	2027	2028	2029	2030		
SCHOOL OPERATIONS									*include in the notes the amounts from the CSP grant	*include in the notes the amounts from the CSP grant
Board Expenses	-	5,000			0.00%	0.00%	0.00%	0.00%		ANNUAL BOARD TRAINING
Classroom / Teaching Supplies & Materials	83,835	27,945			0.00%	0.00%	0.00%	0.00%	CSP FUNDS IMPLEMENTATION \$405 PER PUPIL ALLOCATION OF NON-CONSUMABLE TEACHING MATERIALS FOR CLASSROOM DEVICES, BULLETING BOARDS, THE LEARNING LAB FOR GENIUS HOUR	\$405 PER PUPIL ALLOCATION OF NON- CONSUMABLE TEACHING MATERIALS FOR CLASSROOM DEVICES, BULLETING BOARDS, THE LEARNING LAB FOR GENIUS HOUR
Special Ed Supplies & Materials		8,750			34.78%	26.34%	21.28%	16.67%		\$350 PER STUDENT WITH 27 SPED STUDENTS AND REFLECTED GROWTH YEAR OVER YEAR
Textbooks / Workbooks	20,700	6,900			34.78%	26.34%	21.28%	16.67%	CSP IMPLEMENTATION FUNDS \$100 PER STUDENT FOR NON-CONSUMABLE TEXTBOOKS AND REFLECTED GROWTH YEAR OVER YEAR	CSP IMPLEMENTATION FUNDS \$100 PER STUDENT FOR NON-CONSUMABLE TEXTBOOKS AND REFLECTED GROWTH YEAR OVER YEAR
Supplies & Materials other	20,700	6,900			34.78%	26.34%	21.28%	16.67%	CSP IMPLEMENTATION FUNDS \$100 PER STUDENT FOR NON-CONSUMABLE SUPPLIES, MANIPULATIVES FOR EXPERIENTIAL LEARNING REFLECTED GROWTH YEAR OVER YEAR	CSP IMPLEMENTATION FUNDS \$100 PER STUDENT FOR NON-CONSUMABLE SUPPLIES, MANIPULATIVES FOR EXPERIENTIAL LEARNING REFLECTED GROWTH YEAR OVER YEAR
Equipment / Furniture	123,130	41,210			0.00%	0.00%	0.00%	0.00%	CSP IMPLEMENTATION FUNDS \$590 PER STUDENT FOR EQUIPMENT AND FURNITURE TO STOCK ALL CLASSROOM SPACES & \$1000 FOR TEACHER LOUNGE FURNITURE AND EQUIPMENT	CSP IMPLEMENTATION FUNDS \$590 PER STUDENT FOR EQUIPMENT AND FURNITURE TO STOCK ALL CLASSROOM SPACES & \$1000 FOR TEACHER LOUNGE FURNITURE AND EQUIPMENT
Telephone		18,000			0.00%	0.00%	0.00%	0.00%		INSTALLATION OF TELEPHONE THROUGHOUT THE SCHOOL BUILDING
Technology	51,750	17,250			0.00%	0.00%	0.00%	0.00%	CSP IMPLEMENTATION FUNDS \$250 PER STUDENT FOR TECHNOLOGY DEVICES	CSP IMPLEMENTATION FUNDS \$250 PER STUDENT FOR TECHNOLOGY DEVICES
Student Testing & Assessment		5,175			34.78%	26.34%	21.28%	16.67%		CSP IMPLEMENTATION FUNDS FOR \$25 PER STUDENT FOR ASSESSMENT AND REFLECTED GROWTH YEAR OVER YEAR
Field Trips		20,700			34.78%	26.34%	21.28%	16.67%		ALLOCATION \$100 PER STUDENT FOR MULTIPLE FIELD TRIPS FOR EACH SCHOOL YEAR
Transportation (student)	60,000	1,500			0.00%	0.00%	0.00%	0.00%	CSP IMPLEMENTATION FUNDS FOR A VAN FOR SPED TRANSPORTATION \$60,000	\$1500 FOR MAINTENANCE AND UPKEEP
Student Services - other					0.00%	0.00%	0.00%	0.00%		
Office Expense		1,500			34.78%	26.34%	21.28%	16.67%		CSP IMPLEMENTATION FUNDS \$25 PER STUDENT FOR NON-CONSUMABLE PRINTING, POSTAGE, COPYING
Staff Development	25,000	30,000			34.78%	26.34%	21.28%	16.67%	CSP PLANNING FUNDS FOR YEAR 0-1 PLANNING PAYROLL AND PD IMPLEMENTATION BEFORE FDOS \$1000 PER FTE AND \$5000 FOR EXTERNAL FACILITATION	CSP PLANNING FUNDS FOR YEAR 0-1 PLANNING PAYROLL AND PD IMPLEMENTATION BEFORE FDOS \$1000 PER FTE AND \$5000 FOR EXTERNAL FACILITATION
Staff Recruitment	7,500	2,500			0.00%	0.00%	0.00%	0.00%	CSP PLANNING FUNDS FOR YEAR 0-1 PLANNING \$250 PER FTE FOR MARKETING, RECRUITMENT, AND ONBOARDING EFFORTS	CSP PLANNING FUNDS FOR YEAR 0-1 PLANNING \$250 PER FTE FOR MARKETING, RECRUITMENT, AND ONBOARDING EFFORTS
Student Recruitment / Marketing	20,700	6,900			0.00%	0.00%	0.00%	0.00%	CSP IMPLEMENTATION FUNDS \$100 PER STUDENT FOR RECRUITMENT EFFORTS, MARKETING MATERIALS	CSP IMPLEMENTATION FUNDS \$100 PER STUDENT FOR RECRUITMENT EFFORTS, MARKETING MATERIALS
School Meals / Lunch					0.00%	0.00%	0.00%	0.00%		
Travel (Staff)	5,000	2,500			0.00%	0.00%	0.00%	0.00%	CSP PLANNING FUNDS FOR 4 LEAD TEAM MEMBERS TO TRAVEL FOR EXCELLENT SCHOOL VISITS AND PD	
Fundraising					0.00%	0.00%	0.00%	0.00%		
After School Program					0.00%	0.00%	0.00%	0.00%		
Student Information Management System		9,000			0.00%	0.00%	0.00%	0.00%		CSP FOR IMPLEMENTATION FUNDS FOR \$9000 TOWARDS SIS SYSTEMS
RENT	13,633				0.00%	0.00%	0.00%	0.00%	CSP IMPLEMENTATION FUNDS FOR TEMPORARY OFFICE LOCATION AND FURNITURE	
TOTAL SCHOOL OPERATIONS	\$ 431,948	\$ 211,730								

INFINITE MINDS
REVENUE AND EXPENSE ASSUMPTIONS

	BUDGET		ASSUMPTIONS						Notes and Descriptions of Assumptions for Start-Up Year *include in the notes the amounts from the CSP grant	Notes and Descriptions of Assumptions for Year1 through Year 5 *include in the notes the amounts from the CSP grant
	Start-Up Year 0	Year 1	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5		
	2025	2026	2025	2026	2027	2028	2029	2030		
FACILITY OPERATION & MAINTENANCE										
Insurance		5,000			34.78%	26.34%	21.28%	16.67%		\$.50 PSF FOR 10,000 SF BUILDING
Janitorial Services		13,700			34.78%	26.34%	21.28%	16.67%		\$1.37 PSF FOR 10,000 SF BUILDING FIGURES ASSUMED BASED ON ESTIMATES ON FACILITY SERVICE PARTNERS
Building and Land Rent / Lease		100,000			34.78%	26.34%	21.28%	16.67%		\$10 PSF FOR 10,000 SF BUILDING
Repairs & Maintenance		16,300			0.00%	0.00%	0.00%	0.00%		\$1.63 PSF FOR 10,000 SF BUILDING FIGURES ASSUMED BASED ON ESTIMATES ON FACILITY SERVICE PARTNERS
Security Services		2,500			0.00%	0.00%	0.00%	0.00%		\$.25 PSF FOR 10,000 SF BUILDING
Utilities		20,000			34.78%	26.34%	21.28%	16.67%		\$2 PSF FOR 10,000 SF BUILDING FIGURES ASSUMED BASED ON ESTIMATES ON FACILITY SERVICE PARTNERS
Internet		6,100			34.78%	26.34%	21.28%	16.67%		ASSUMES \$30 PER STUDENT WITH 1 MBp/STUDENT VIA IES.ED.GOV AND CONNECTK12.ORG
Custom Facilities Operations #1					0.00%	0.00%	0.00%	0.00%		
Custom Facilities Operations #2					0.00%	0.00%	0.00%	0.00%		
TOTAL FACILITY OPERATION & MAINTENANCE	\$ -	\$ 163,600								
RESERVES / CONTIGENCIES		200,000			20.00%	20.00%	30.00%	30.00%		
TOTAL EXPENSES	\$ 714,567	\$ 2,865,954								
NET OPERATING INCOME (before Depreciation)	\$ 10,000	\$ (17,233)								
DEPRECIATION & AMORTIZATION					0.00%	0.00%	0.00%	0.00%		
NET OPERATING INCOME (including Depreciation)	\$ 10,000	\$ (17,233)								

INFINITE MINDS

PROJECTED BUDGET / OPERATING PLAN

SUMMARY

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

Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
2025	2026	2027	2028	2029	2030
724,567	2,848,721	3,556,040	4,492,700	5,448,747	6,357,053
719,153	2,811,954	3,385,357	4,294,692	4,936,761	5,891,796
5,414	36,767	170,683	198,008	511,986	465,257
	13,761.94	12,884.20	13,022.32	13,161.22	13,161.60
	13,584.32	12,265.79	12,448.38	11,924.54	12,198.34

REVENUE**TOTAL STATE REVENUES**

	2,281,242	3,074,658	3,884,523	4,711,149	5,496,498
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FEDERAL REVENUES

Charter School Program (CSP) Start-Up Grant
Other Federal Revenues

689,567	210,318	-	-	-	-
-	357,161	481,382	608,178	737,598	860,555
689,567	567,479	481,382	608,178	737,598	860,555

TOTAL FEDERAL REVENUES

\$ 35,000	-	-	-	-	-
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TOTAL LOCAL & OTHER REVENUES

\$ 724,567	\$ 2,848,721	\$ 3,556,040	\$ 4,492,700	\$ 5,448,747	\$ 6,357,053
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TOTAL REVENUE**EXPENSES****ADMINISTRATIVE STAFF PERSONNEL COSTS**

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

115,000	115,000	118,450	122,004	125,664	129,434
-	-	-	106,090	109,273	247,612
65,000	130,000	133,900	137,917	142,055	236,357
-	-	51,500	53,045	54,636	56,275
-	-	-	-	-	-
25,000	134,000	138,020	213,241	274,274	282,503
-	-	-	-	-	-
\$ 205,000	\$ 379,000	\$ 441,870	\$ 632,296	\$ 705,902	\$ 952,180

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular
Teachers - SPED

25,000	540,000	679,800	827,502	983,454	1,148,019
-	120,000	123,600	190,962	196,691	202,592

Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
2025	2026	2027	2028	2029	2030
Substitute Teachers	-	-	-	-	-
Teaching Assistants	140,000	173,040	207,936	214,174	283,628
Specialty Teachers	-	334,750	413,751	497,191	585,265
Aides	-	-	-	-	-
Therapists & Counselors	-	65,000	66,950	137,917	142,055
Other - Instructional	-	-	-	-	-
TOTAL INSTRUCTIONAL PERSONNEL COSTS	\$ 25,000	\$ 1,125,000	\$ 1,378,140	\$ 1,778,068	\$ 2,033,565
25,000	\$ 1,125,000	\$ 1,378,140	\$ 1,778,068	\$ 2,033,565	\$ 2,365,820
Nurse	-	-	-	-	-
Librarian	-	-	-	-	-
Custodian	-	25,000	25,750	26,523	27,318
Security	-	25,000	25,750	26,523	27,318
Other - Non-Instructional	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	\$ -	\$ 50,000	\$ 51,500	\$ 53,045	\$ 54,636
-	\$ 50,000	\$ 51,500	\$ 53,045	\$ 54,636	\$ 56,275
TOTAL PERSONNEL EXPENSES	\$ 230,000	\$ 1,554,000	\$ 1,871,510	\$ 2,463,410	\$ 2,794,103
230,000	\$ 1,554,000	\$ 1,871,510	\$ 2,463,410	\$ 2,794,103	\$ 3,374,275
PAYROLL TAXES AND BENEFITS	Social Security	Medicare	State Unemployment	Worker's Compensation Insurance	TRS PUBLIC EDUCATION EMPLOYER CONTRIBUTION
Custom Other Tax #2	Health Insurance	Dental Insurance	Vision Insurance	Life Insurance	Retirement Contribution
STIPEND	Custom Fringe #2	TOTAL PAYROLL TAXES AND BENEFITS	TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	CONTRACTED SERVICES	Accounting / Audit
Legal	Management Company Fee				
-	-	-	-	-	-
3,335	22,533	27,137	35,719	40,514	48,927
6,210	41,958	50,531	66,512	75,441	91,105
1,265	8,547	10,293	13,549	15,368	18,559
4,370	29,526	35,559	46,805	53,088	64,111
-	-	-	-	-	-
18,400	124,320	149,721	197,073	223,528	269,942
3,450	23,310	28,073	36,951	41,912	50,614
3,450	23,310	28,073	36,951	41,912	50,614
-	-	-	-	-	-
1,725	11,655	14,036	18,476	20,956	25,307
-	5,004	5,016	4,951	5,029	5,095
-	-	-	-	-	-
\$ 42,205	\$ 290,163	\$ 348,438	\$ 456,987	\$ 517,747	\$ 624,275
\$ 272,205	\$ 1,844,163	\$ 2,219,948	\$ 2,920,397	\$ 3,311,850	\$ 3,998,550

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2025	2026	2027	2028	2029	2030
Nurse Services	-	36,000	36,000	36,000	36,000	36,000
Food Service / School Lunch	-	209,711	282,648	357,098	433,089	505,284
Payroll Services	-	38,000	38,000	38,000	38,000	38,000
Special Ed Services	-	18,750	25,271	31,928	38,722	45,177
Titlement Services (i.e. Title I)	-	10,000	10,000	10,000	10,000	10,000
SUBSTITUTE PERSONNEL	-	10,000	10,000	10,000	10,000	10,000
TRANSPORTATION	-	40,000	40,000	40,000	40,000	40,000
IT SET-UP	10,000	-	-	-	-	-
TOTAL	\$ 15,000	\$ 392,461	\$ 471,920	\$ 553,026	\$ 635,810	\$ 714,461

SCHOOL OPERATIONS

Board Expenses	-	5,000	5,000	5,000	5,000	5,000
Classroom / Teaching Supplies & Materials	83,835	27,945	27,945	27,945	27,945	27,945
Special Ed Supplies & Materials	-	8,750	11,793	14,900	18,070	21,083
Textbooks / Workbooks	20,700	6,900	9,300	11,749	14,250	16,625
Supplies & Materials other	20,700	6,900	9,300	11,749	14,250	16,625
Equipment / Furniture	123,130	41,210	41,210	41,210	41,210	41,210
Telephone	-	18,000	18,000	18,000	18,000	18,000
Technology	51,750	17,250	17,250	17,250	17,250	17,250
Student Testing & Assessment	-	5,175	6,975	8,812	10,687	12,469
Field Trips	-	20,700	27,899	35,248	42,749	49,875
Transportation (student)	60,000	1,500	1,500	1,500	1,500	1,500
Student Services - other	-	-	-	-	-	-
Office Expense	-	1,500	2,022	2,554	3,098	3,614
Staff Development	25,000	30,000	40,434	51,084	61,955	72,283
Staff Recruitment	7,500	2,500	2,500	2,500	2,500	2,500
Student Recruitment / Marketing	20,700	6,900	6,900	6,900	6,900	6,900
School Meals / Lunch	-	-	-	-	-	-
Travel (Staff)	5,000	2,500	2,500	2,500	2,500	2,500
Fundraising	-	-	-	-	-	-
After School Program	-	-	-	-	-	-
Student Information Management System	-	9,000	9,000	9,000	9,000	9,000
RENT	13,633	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	\$ 431,948	\$ 211,730	\$ 239,528	\$ 267,902	\$ 296,864	\$ 324,379

Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
2025	2026	2027	2028	2029	2030

FACILITY OPERATION & MAINTENANCE

Insurance	-	5,000	6,739	8,514	10,326	12,047
Janitorial Services	-	13,700	18,465	23,329	28,293	33,009
Building and Land Rent / Lease	-	100,000	134,780	170,281	206,517	240,943
Repairs & Maintenance	-	16,300	16,300	16,300	16,300	16,300
Security Services	-	2,500	2,500	2,500	2,500	2,500
Utilities	-	20,000	26,956	34,056	41,303	48,189
Internet	-	6,100	8,222	10,387	12,598	14,698
Custom Facilities Operations #1	-	-	-	-	-	-
Custom Facilities Operations #2	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	\$ -	\$ 163,600	\$ 213,961	\$ 265,367	\$ 317,836	\$ 367,686

RESERVES / CONTIGENCIES

-	200,000	240,000	288,000	374,400	486,720
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TOTAL EXPENSES

\$ 719,153	\$ 2,811,954	\$ 3,385,357	\$ 4,294,692	\$ 4,936,761	\$ 5,891,796
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NET OPERATING INCOME (before Depreciation)

\$ 5,414	\$ 36,767	\$ 170,683	\$ 198,008	\$ 511,986	\$ 465,257
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DEPRECIATION & AMORTIZATION

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NET OPERATING INCOME (including Depreciation)

\$ 5,414	\$ 36,767	\$ 170,683	\$ 198,008	\$ 511,986	\$ 465,257
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INFINITE MINDS
ESTIMATE OF STATE AID ENTITLEMENT

Summary of Finance Description	Weight or Rate	
Refined Average Daily Attendance (ADA)		190.440
SPECIAL EDUCATION FTE		
Homebound (Code 01)	5.0	0.000
Hospital Class (Code 02)	3.0	0.000
Speech Therapy (Code 00)	5.0	0.192
Resource Room (Code 41& 42)	3.0	0.877
Self-contained Mild/Mod/Severe (Code 43 & 44)	3.0	0.877
Full Time Early Childhood (Code 45)	3.0	0.000
Off-home Campus (Codes 91-98)	2.7	0.000
VAC (Code 08)	2.3	0.000
State School Students (Code 30)	2.8	0.000
Residential Care & Treatment (Code 81-89)	4.0	0.000
Total Special Education FTE		1.945
Total Special Education Weighted FTE		6.219
EXTENDED YEAR SERVICES (EYS) SPECIAL EDUCATION FTE		
Homebound (Code 01)	5.0	0.000
Hospital Class (Code 02)	3.0	0.000
Speech Therapy (Code 00)	5.0	0.000
Resource Room (Code 41& 42)	3.0	0.000
Self-contained Mild/Mod/Severe (Code 43 & 44)	3.0	0.000
Full Time Early Childhood (Code 45)	3.0	0.000
Off-home Campus (Codes 91-98)	2.7	0.000
VAC (Code 08)	2.3	0.000
State School Students (Code 30)	2.8	0.000
Residential Care & Treatment (Code 81-89)	4.0	0.000
Total ESY Special Education FTE		0.000
Total ESY Special Education Weighted FTE		0.000
Mainstream ADA	1.15	16.560
Career & Technology FTEs Tier 1	1.10	0.000
Career & Technology FTEs Tier 2	1.28	0.000
Career & Technology FTEs Tier 3	1.47	0.000
Total Career & Technology FTEs (Tier 1 - 3)		0.000
Advanced Career & Technology Education Count for P-Tech & New Tech Network ADA	\$ 50	0.000
Regular Program ADA		188.495
Gifted and Talented Enrollment	0.07	10
Dyslexia & Related Disorders SPED & Non-SPED Enrollment	0.10	6
Early Education ADA	0.10	158.240
State Compensatory Education Enrollment	0.25	172
Pregnancy Related FTEs	2.41	0.000
Bilingual/ESL ADA	0.10	0.000
Bilingual Dual Language One-way/Two-way ADA	0.15	87.400
Bilingual Non-EB Dual Language Two-way ADA	0.05	0.000
Total Weighted Average Daily Attendance (WADA)		320.685
State Average Funding Components		
Per Capita Rate		\$ 414.884
District Basic Allotment (DBA)		\$ 6,160
Small and Mid-size Allotment TEC 48.101		\$ 1,091
School Safety Allotment TEC 48.115		\$ 10.00
District Tax Rate Level 1 (DTR1)		\$ 0.0632
Level 1 Entitlement		\$ 126.21
District Tax Rate Level 2 (DTR2)		\$ 0.0271
Level 2 Entitlement		\$ 49.28
Interest & Sinking Rate		\$ 0.0419
EDA Guaranteed Yield		\$ 40.00

Program Intent Codes -TIER I Allotments		
11-Regular Program Allotment TEC 48.051		\$ 1,161,128
Small and Mid-size Allotment TEC 48.101		\$ 205,648
25-Bilingual Education Allotment TEC 48.105 (spend 55% of amount)		\$ 80,758
99-New Instructional Facility Allotment		\$ -
36-Early Education Allotment TEC 48.108 (spend 100% of amount)		\$ 97,476
37-Dyslexia Allotment TEC 48.103 (spend 100% of amount)		\$ 3,696
21-Gifted and Talented Allotment TEC 48.109 (spend 100% of amount)		\$ 4,312
School Safety Allotment TEC 48.115		\$ 1,904
Special Education Detail:		
Regular Special Education		\$ 38,308
Mainstream		\$ 117,311
Residential Care and Treatment		\$ -
State Schools		\$ -
Non Public Contracts		\$ -
Extended Year Special Education		\$ -
23-Special Education Adjusted Allotment TEC 48.102 (spend 55% of amount)		\$ 155,619
Career & Technology Detail:		
Regular Career & Technology (CTE) Allotment (Tier 1 - 3)		\$ -
Advanced CTE Allotment P-Tech & New Tech Network		\$ -
22-Career and Technology Allotment TEC 48.106 (spend 55% of amount)		\$ -
State Compensatory Education Detail:		
State Compensatory Allotment		\$ 264,880
Pregnancy Related		\$ -
24-Compensatory Education Allotment TEC 48.104 (spend 55% of amount)		\$ 264,880
Transportation Detail:		
Regular		\$ 7,200
Private		\$ -
Special Education		\$ -
Career & Technology Education		\$ -
99-Transportation Allotment TEC 48.151		\$ 7,200
TOTAL COST OF TIER I / STATE SHARE OF TIER I		\$ 1,982,621
TIER II		
Tier II Level 1		\$ 255,794
Tier II Level 2		\$ 42,827
TOTAL TIER II		\$ 298,621
OTHER PROGRAMS		
Charter has at least an acceptable academic performance rating?		No
Charter Schools Facility Funding TEC 12.106(d).		\$ -
TOTAL OTHER PROGRAMS		\$ -
TOTAL STATE AID		\$ 2,281,242
Available School Fund (ASF)		\$ -
Foundation School Fund (FSF)		\$ 2,281,242

INFINITE MINDS

PAYMENT FORMULA EXAMPLE

Total State Aid	\$ 2,281,242
Adjustments to Allotments	\$ -
Less Total Paid to Date	
FSP Remaining Balance	\$ 2,281,242

Payment Month	# of Remaining Payments	% of Unpaid Balance	Estimated Payments Schedule
September	12	8.3%	\$ 189,343
October	11	9.1%	\$ 190,363
November	10	10.1%	\$ 192,055
December	9	11.1%	\$ 189,752
January	8	12.4%	\$ 188,446
February	7	14.4%	\$ 191,705
March	6	16.6%	\$ 189,170
April	5	19.9%	\$ 189,131
May	4	25.1%	\$ 191,080
June	3	33.2%	\$ 189,305
July	2	49.7%	\$ 189,303
August	1	100.0%	\$ 191,588
Total Payments			\$ 2,281,242

INFINITE MINDS

FINANCIAL PLAN WORKBOOK SUMMARY

REVENUE

	Start-Up Year 0 2025	Year 1 2026	Year 2 2027	Year 3 2028	Year 4 2029	Year 5 2030
Total State Revenues		\$ 2,281,242	\$ 3,074,658	\$ 3,884,523	\$ 4,711,149	\$ 5,496,498
Federal Revenues						
Charter School Program (CSP) Start-Up Grant	\$ 689,567	\$ 210,318	\$ -	\$ -	\$ -	\$ -
Other Federal Revenues	\$ -	\$ 357,161	\$ 481,382	\$ 608,178	\$ 737,598	\$ 860,555
Total Federal Revenues	\$ 689,567	\$ 567,479	\$ 481,382	\$ 608,178	\$ 737,598	\$ 860,555
Total Local and Other Revenue	\$ 35,000	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL REVENUE	\$ 724,567	\$ 2,848,721	\$ 3,556,040	\$ 4,492,700	\$ 5,448,747	\$ 6,357,053

EXPENSES**PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES**

Total Administrative Staff Personnel Costs	\$ 205,000	\$ 379,000	\$ 441,870	\$ 632,296	\$ 705,902	\$ 952,180
Total Instructional Personnel Costs	\$ 25,000	\$ 1,125,000	\$ 1,378,140	\$ 1,778,068	\$ 2,033,565	\$ 2,365,820
Total Non-Instructional Personnel Costs	\$ -	\$ 50,000	\$ 51,500	\$ 53,045	\$ 54,636	\$ 56,275
Total Payroll Taxes and Benefits	\$ 42,205	\$ 290,163	\$ 348,438	\$ 456,987	\$ 517,747	\$ 624,275
TOTAL PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES	\$ 272,205	\$ 1,844,163	\$ 2,219,948	\$ 2,920,397	\$ 3,311,850	\$ 3,998,550

NON-PAYROLL RELATED EXPENSES

Total Contracted Services	\$ 15,000	\$ 392,461	\$ 471,920	\$ 553,026	\$ 635,810	\$ 714,461
Total School Operations	\$ 431,948	\$ 211,730	\$ 239,528	\$ 267,902	\$ 296,864	\$ 324,379
Total Facilities Operations and Maintenance	\$ -	\$ 163,600	\$ 213,961	\$ 265,367	\$ 317,836	\$ 367,686
Reserves / Contingencies	\$ -	\$ 200,000	\$ 240,000	\$ 288,000	\$ 374,400	\$ 486,720
TOTAL NON-PAYROLL RELATED EXPENSES	\$ 446,948	\$ 967,791	\$ 1,165,409	\$ 1,374,295	\$ 1,624,910	\$ 1,893,246

TOTAL EXPENSES**NET OPERATING INCOME (before depreciation)****STUDENT ENROLLMENT**

Projected Student Enrollment		207	276	345	414	483
Revenue Per Pupil		\$ 13,762	\$ 12,884	\$ 13,022	\$ 13,161	\$ 13,162
Expenses Per Pupil		\$ 13,584	\$ 12,266	\$ 12,448	\$ 11,925	\$ 12,198