

Arête and Kaizen Academy

Proposed Generation Twenty-One Charter Name

Arête and Kaizen Foundation

Name of Sponsoring Entity

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

The sponsoring entity is a (Check only one.):

- 501(c)(3) nonprofit organization Governmental Entity College or University

Chairperson of Governing Body of Sponsoring Entity: Brody Burns

CEO of Sponsoring Entity: Vincent Garcia

CEO/Superintendent of Proposed Charter School: Vincent Garcia

Contact Name: Vincent Garcia Contact E-mail Address: info@areteandkaizen.org

Contact Phone #: 214-499-6951 Contact Fax #:

Board Member Who Attended an Applicant Conference: Mellissa Martinez Date of Conference: 9/22/2015

Applicant Mailing Address (This address will be used for contact regarding this application.):

2407 Ridgecrest Dr., Garland TX, 75041

Physical Address of Proposed Administrative Offices (if different from above):

Number of Campuses Being Requested: 3

Physical Address of Each Proposed Campus (Please include street address, city, state, zip, and county.). If the specific address is unknown at this time, please provide the county and general location of the proposed campus:

- 1) Collin County, near the middle of Wylie TX; 2) Collin County, near Plano, TX; 3) Dallas County, near the northeast Dallas TX

State the estimated enrollment and check all grade levels to be served for each school year. By Year 3, at least one grade in which the state assessments are administered must be offered.

Year 1: Estimated Enrollment: 900

- Pre-K3 Pre-K4 K 1 2 3 4 5 6 7 8 9 10 11 12

Year 2: Estimated Enrollment: 1,215

- Pre-K3 Pre-K4 K 1 2 3 4 5 6 7 8 9 10 11 12

Year 3: Estimated Enrollment: 1,397

- Pre-K3 Pre-K4 K 1 2 3 4 5 6 7 8 9 10 11 12

Year 4: Estimated Enrollment: 1,603

- Pre-K3 Pre-K4 K 1 2 3 4 5 6 7 8 9 10 11 12

Year 5: Estimated Enrollment: 1,843

- Pre-K3 Pre-K4 K 1 2 3 4 5 6 7 8 9 10 11 12

At Capacity: Maximum Enrollment: 2,500

- Pre-K3 Pre-K4 K 1 2 3 4 5 6 7 8 9 10 11 12

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

(BLUE INK) Signature of Chief Executive Officer of Sponsoring Entity

Nov 1, 2015 Date

Dr. Vincent Garcia Printed Name

(BLUE INK) Signature of Application Preparer

Nov 1, 2015 Date

Dr. Vincent Garcia Printed Name

With what company is the application preparer associated? Arête and Kaizen Foundation Was preparer paid? Yes No

APPLICATION TEAM PROFILE

Names, roles, and current employment of all persons on applicant team:

Full Name	Current Job Title and Employer	Position with Proposed School
Dr. Vincent Garcia	Principal - Dallas ISD	CEO / Superintendent

Does this applicant team have charter school applications under consideration by any other authorizer(s)?

Yes No If yes, complete the table below.

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Does this applicant team have new schools or campuses scheduled to open elsewhere in the 2015-16 or 2016-17 school years?

Yes No If yes, complete the table below.

Proposed School Name	City	State	Opening Date

Does this applicant team have new schools or campuses approved, but scheduled to open in years beyond 2016-17?

Yes No If yes, complete the table below.

Authorizer	# of Schools	City or Cities	State

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

- Seeks approval for multiple campuses under a single charter.
- Currently operates a school or schools in Texas or another state.
- Will contract or partner with a charter management organization (CMO), management company, or other organization to provide school management services. *If yes, include the provider's portfolio in answering the above questions regarding pending applications and school openings.*
 If contracting with a CMO, identify the provider:
- This provider currently manages schools in Texas or elsewhere in the US.
 If currently managing, please state where:

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Once the application is complete and the attachment page numbers have been manually entered on all pages, return to this Table of Contents and key in the corresponding page number for the page where each response begins and for each attachment coversheet. This will ensure that the applicant has provided all of the information required by the Request for Application (RFA).

APPLICANTS:

Evaluation criteria has been provided for each subject area to assist applicants in crafting an application that meets Agency standard. Applicants should be advised that a response is not limited to the narrative sections of this application. Scoring will also be derived from all other information that is requested on each subject area page. Applicants should also be advised that a response that meets standard will not automatically earn the highest possible point value. Many questions may be awarded additional point values for providing an exceptional response.

DIRECTIONS: ALL applicants must provide information below about the proposed school's organization's mission and vision statements.

NARRATIVE (1) - State the mission and vision of the proposed charter school.

NARRATIVE (2) - Provide a succinct overview of how the school's mission will be aligned with program instruction. Provide any related research or experience that indicates why the applicant has chosen to use this approach among the anticipated student population.

Press to Input Narrative Response

EVALUATION CRITERIA
A response that meets the standard will:

- Articulate the mission and vision clearly and concisely.
- Provide compelling evidence that the proposed school will provide an innovative approach to a diversity of students.
- Rationalize the approach that has been proposed for the anticipated student population.
- Present measurable educational goals.

NARRATIVE (1) - State the mission and vision of the proposed charter school.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

The vision of Arete and Kaizen Charter School District is to conduct itself by its very definition. The Greek word Arete means excellence. The Japanese word Kaizen means continuous excellence. The Arete and Kaizen School District will have campuses functioning in order to have students continue educational excellence while extending opportunities for children who excel in artistry, athleticism, and who are ready to begin their entrepreneurial endeavors. As such, therein lies an expectation that every stakeholder of a child's education should join together to create an individualized plan for each individual student. In an age where interdependence is prominent, the focus in education should be centralized in personalized, individualized learning. Our nation's success is dependent upon our student's academic success.

The mission of Arete and Kaizen Charter School District is to have a continued focus in academics of our students. However, the scholastic schedule will be flexible in allowing our students to have the time they need in order to be elite artists and athletes. The educational goals of the school district are clear. The goals will have students set individual academic and extracurricular goals of excellence. The initial school district demographic will have three charter schools in the cities of Garland, Plano, and Wylie. Plano's student demographic will consist of elite athletes in karate, soccer, and gymnastics. Wylie's student demographic will be comprised of students who possess elite abilities in dance, cheer, and gymnastics. Garland's student demographic will consist of cheerleading and soccer elitists.

NARRATIVE (2) - Provide a succinct overview of how the school's mission will be aligned with program instruction. Provide any related research or experience that indicates why the applicant has chosen to use this approach among the anticipated student population.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

In Arete and Kaizen Charter School District, students have a University Model Education which allows students to surpass in academics concurrently with their extracurricular passion. The model allows for parents of our students to be in control of their students' education simultaneously with their extracurricular passion. Our students need to learn the skills that empower them to be successful, cooperative, interdependent individuals. Students should learn under the true purpose and model of Bloom's Taxonomy with emphasis in the areas of Evaluate and Justify portion of the hierarchical order. Community members as well as other stakeholders must invest their time and effort in creating an educational program that incorporates justification and evaluation with each learning model. This will enable for communication of academic components in learning and empowering students in their learning to become the norm in education.

Arete and Kaizen Charter School District will have campuses that emphasize Gardner's Multiple Intelligences with a focus on all students achieving at a constant rate. Our campuses will begin a child's educational journey by starting their path of learning with an individualized educational compact. This plan starts with an actual assessment to determine the learning style in which knowledge is optimum. This protocol allows educators to capitalize on the child's strengths and interests in each class. Teacher's instructional style would move from being teacher directed to a teacher facilitated classroom in which the learning style is based on student intelligences. After enrollment and assessment, each child will sit with the instructional leader to construct a plan or learning compact for the school year. The child, parent, and instructional leader will build educational goals, academic courses, days of learning and research as well as an overall "plan of action" for the student's school year. This will allow parents to have input in their child's academic journey by becoming true partners in their academic path. The school will have various wings in order to accommodate each style of learning. A classroom norm would be project based learning where stakeholders will present lessons based on their career fields. Blended learning will be another norm in that students are allowed to have extra-curricular programming schedules in the afternoons on Tuesdays and Thursdays in order to catapult their talents which would be defined in their learning compact. In turn, student supervisors will have input on their academic grades based upon job performance. An additional norm on campus is the Flipped Classroom Model. Our campus will use this instructional style to continue educational excellence with their students. Students will have full access to their academic instruction given by their teachers online. The teachers are expected to load their instruction online in order for students to have access to it at home. The expectation is for students to have access to Google Docs and EdMoto as they will need access to classwork from work and home.

Our school district's University Model of Education allows for our students to attend school Monday through Friday attending classes during the morning or afternoon shift. Students have the opportunity to go to school on either a morning or afternoon schedule based on their extracurricular or entrepreneurial focus. They have the opportunity to continue their extracurricular

studies and practice on the subsequent time frames. The academic schedule is determined during a student's enrollment assessment and interview. UPon enrollment, each child and their guardians will meet with the campus' administration enrollment team in order to determine the best schedule for the child in order for them to meet their academic and extracurricular needs. Arete and Kaizen's vision is that each child receive a personalized learning plan which continues throughout their academic schedule.

DIRECTIONS: ALL applicants who propose to open more-than-one campus during the initial contract period must provide information for the number of campuses requested. The term “**costs/resource mobilization**” refers to the process of assessing costs, linking funding sources to new campuses, and ensuring proper financial/budgetary allocations. The term “**strategic choice area**” refers to the topic areas that will be considered and applied to the decision-making process to determine if opening a new campus is viable.

Applicant proposes to open more -than-one campus during the initial contract period?
If not, check “no” and proceed to the next page. Yes No

Person(s), position(s), and/or entities that had a significant role in the decision making process for determining the proposed number of campuses. *Include all qualifications or requirements.*

Person(s), position(s), and/or entities that will be responsible for *costs/resource mobilization* to open any proposed campuses after Year 1. *Include all qualifications and(or) requirements.*

NARRATIVE (1) -
 Describe the step-by-step process(es) involved in determining the number of campuses requested.

NARRATIVE (2) -
 Discuss the strategic choice areas that will be used to determine if school growth is still viable for the year it is scheduled to open. *Include data sources that will help inform these areas.*

Press to Input Narrative Response

EVALUATION CRITERIA

A response that meets the standard will:

- Establish measurable need(s) for the number of campuses requested.
- Illustrate clear processes for determining the number of campuses requested.
- Demonstrate a basic understanding of operational growth.
- Propose adequate requirements/experience for person(s), position(s), and/or entities that will manage the decision making process for opening additional campuses.

EDUCATION PLAN – Demographic Profile

Campus One

Occupied District where campus will be located [example Austin ISD]

Student Demographic Data ...In percent	Proposed Campus	Occupied District	District 1 Name	District 2 Name
			Garland ISD	Plano ISD
African American	14	14	17	11
Hispanic	32	21	50	23
White	37	54	20	39
American Indian	0	0	0	0
Asian	13	8	8	22
Pacific Islander	0	0	0	0
Two or More Races	3	3	2	4
Economically Disadvantaged	40	28	61	29
ELL	22	27	25	13
At-Risk	37	31	53	25
Gifted & Talented	12	11	7	18
Special Education	10	10	9	10

Number of charter schools currently operating within the Occupied District.

Number of traditional school districts effected by this campus.

Projected number of students enrolled in each grade for Year 1. Complete all that apply

Grade 1	<input type="text"/>	Grade 2	<input type="text"/>	Grade 3	<input type="text" value="60"/>	Grade 4	<input type="text" value="60"/>	Grade 5	<input type="text" value="60"/>	Grade 6	<input type="text" value="60"/>	Pre-K	<input type="text"/>	Kinder.	<input type="text"/>
Grade 7	<input type="text" value="60"/>	Grade 8	<input type="text"/>	Grade 9	<input type="text"/>	Grade 10	<input type="text"/>	Grade 11	<input type="text"/>	Grade 12	<input type="text"/>				

ATTACHMENT REMINDER - A5 Geographic Attendance Boundary

NARRATIVE: Describe the anticipated student population(s) that will be served at the proposed campus. Explain how the proposed program-instruction will address the needs of the students and their communities- Including the ways in which any special needs will be serviced among specific student groups.

DIRECTIONS:
Applicants must complete a demographic profile for each campus proposed to open in Year 1. The term **“Occupied School District”** refers to the traditional school district in which the campus will be located. The term **“Proposed Campus”** refers to projected enrollment data for the specific campus. Applicants must also provide additional demographic data on two traditional schools districts. These districts must be contiguous to the occupied school district.

Applicants must include the District name(s) in the blanks provided immediate below "District 1" and "District 2."

EVALUATION CRITERIA

A response that meets the standard will:

- Cite realistic demographic projections and accurate district data.
- Demonstrate a comprehensive understanding of the community and anticipated student population(s).
- Identify both common and unique learning needs among the anticipated student population(s).
- Demonstrate a comprehensive understanding of any current educational settings that are available.

NARRATIVE - Describe the anticipated student population(s) that will be served at the proposed campus. Explain how the proposed program-instruction will address the needs of the students and their communities- Including the ways in which any special needs will be serviced among specific student groups.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

Each classroom will have a class size of 15 students in each grade level with 2 classes per section. The first year of implementation of Arete and Kaizen school district will have an expected 300 students on each campus bringing our school district to 900 students. Year two, we will have eighth grade enrollment on each campus increasing our campus student counts to 360. Our second year of implementation for our school district will have a student enrollment population of 1080. During our third year of implementation, will continue to be a campus of third through eighth grades however, we will increase our enrollments of each grade level by adding additional class units. Our demographics will include all populations as we have campuses in Mesquite/Garland,, Wylie, and Plano. These areas include students who are elite, compete, train, and perform in gymnastics, modeling, acting, soccer, dancing, martial arts, and who would like to pursue their entrepreneurial endeavors. Our campus demographic will include students who are of various demographics, low socioeconomic status, At Risk, English Language Learner, Gifted and Talented, and Special Education.

EDUCATION PLAN – Demographic Profile

Campus Two

Occupied District where campus will be located *[example Austin ISD]*

Student Demographic Data ...In percent	Proposed Campus	Occupied District	District 1 Name	District 2 Name
			<input type="text" value="Richardson ISD"/>	<input type="text" value="Wylie ISD"/>
African American	16	11	23	14
Hispanic	28	23	41	21
White	41	39	29	54
American Indian	0	0	0	0
Asian	13	22	8	8
Pacific Islander	0	0	0	0
Two or More Races	3	4	2.5	3
Economically Disadvantaged	38	29	58	28
ELL	22	13	26	27
At-Risk	33	25	42	31
Gifted & Talented	13	18	10	11
Special Education	10	10	11	10

Number of charter schools currently operating within the Occupied District.

Number of traditional school districts effected by this campus.

Projected number of students enrolled in each grade for Year 1. Complete all that apply

Pre-K	<input type="text"/>	Kinder.	<input type="text"/>
Grade 1	<input type="text"/>	Grade 2	<input type="text"/>
Grade 3	<input type="text" value="60"/>	Grade 4	<input type="text" value="60"/>
Grade 5	<input type="text" value="60"/>	Grade 6	<input type="text" value="60"/>
Grade 7	<input type="text" value="60"/>	Grade 8	<input type="text"/>
Grade 9	<input type="text"/>	Grade 10	<input type="text"/>
Grade 11	<input type="text"/>	Grade 12	<input type="text"/>

ATTACHMENT REMINDER - A5 Geographic Attendance Boundary

NARRATIVE: Describe the anticipated student population(s) that will be served at the proposed campus. Explain how the proposed program-instruction will address the needs of the students and their communities- Including the ways in which any special needs will be serviced among specific student groups.

STOP! Applicants should have input a narrative response for Campus One before completing this profile.

DIRECTIONS:
Applicants must complete a demographic profile for each campus proposed to open in Year 1. The term **“Occupied School District”** refers to the traditional school district in which the campus will be located. The term **“Proposed Campus”** refers to projected enrollment data for the specific campus. Applicants must also provide additional demographic data on two traditional schools districts. These districts must be contiguous to the occupied school district.

Applicants must include the District name(s) in the blanks provided immediate below "District 1" and "District 2."

EVALUATION CRITERIA

A response that meets the standard will:

- Cite realistic demographic projections and accurate district data.
- Demonstrate a comprehensive understanding of the community and anticipated student population(s).
- Identify both common and unique learning needs among the anticipated student population(s).
- Demonstrate a comprehensive understanding of any current educational settings that are available.

NARRATIVE - Describe the anticipated student population(s) that will be served at the proposed campus. Explain how the proposed program-instruction will address the needs of the students and their communities- Including the ways in which any special needs will be serviced among specific student groups.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

Each classroom will have a class size of 15 students in each grade level with 2 classes per section. The first year of implementation of Arete and Kaizen school district will have an expected 300 students on each campus bringing our school district to 900 students. Year two, we will have eighth grade enrollment on each campus increasing our campus student counts to 360. Our second year of implementation for our school district will have a student enrollment population of 1080. During our third year of implementation, will continue to be a campus of third through eighth grades however, we will increase our enrollments of each grade level by adding additional class units. Our demographics will include all populations as we have campuses in Mesquite/Garland,, Wylie, and Plano. These areas include students who are elite, compete, train, and perform in gymnastics, modeling, acting, soccer, dancing, martial arts, and who would like to pursue their entrepreneurial endeavors. Our campus demographic will include students who are of various demographics, low socioeconomic status, At Risk, English Language Learner, Gifted and Talented, and Special Education.

EDUCATION PLAN – Demographic Profile

Campus Three

Occupied District where campus will be located [example Austin ISD]

Garland ISD

Student Demographic Data ...In percent	Proposed Campus	Occupied District	District 1 Name	District 2 Name
			Mesquite ISD	Dallas ISD
African American	22	17	25	25
Hispanic	58	51	53	70
White	15	21	18	5
American Indian	0	0	0	1
Asian	4	8	2	1
Pacific Islander	0	0	1	0
Two or More Races	1	2	2	0
Economically Disadvantaged	74	61	71	90
ELL	28	23	21	41
At-Risk	58	53	54	67
Gifted & Talented	9	9	5	12
Special Education	9	8	10	8

Number of charter schools currently operating within the Occupied District.

11

Number of traditional school districts effected by this campus.

4

Projected number of students enrolled in each grade for Year 1. Complete all that apply

Pre-K

Kinder.

Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Grade 6

Grade 7 Grade 8 Grade 9 Grade 10 Grade 11 Grade 12

ATTACHMENT REMINDER - A5 Geographic Attendance Boundary

NARRATIVE: Describe the anticipated student population(s) that will be served at the proposed campus. Explain how the proposed program-instruction will address the needs of the students and their communities- Including the ways in which any special needs will be serviced among specific student groups.

Press to Input Narrative Response

STOP! Applicants should have input a narrative response for Campus Two before completing this profile.

DIRECTIONS:

Applicants must complete a demographic profile for each campus proposed to open in Year 1. The term "**Occupied School District**" refers to the traditional school district in which the campus will be located. The term "**Proposed Campus**" refers to projected enrollment data for the specific campus. Applicants must also provide additional demographic data on two traditional schools districts. These districts must be contiguous to the occupied school district.

Applicants must include the District name(s) in the blanks provided immediate below "District 1" and "District 2."

EVALUATION CRITERIA

A response that meets the standard will:

- Cite realistic demographic projections and accurate district data.
- Demonstrate a comprehensive understanding of the community and anticipated student population(s).
- Identify both common and unique learning needs among the anticipated student population(s).
- Demonstrate a comprehensive understanding of any current educational settings that are available.

NARRATIVE - Describe the anticipated student population(s) that will be served at the proposed campus. Explain how the proposed program-instruction will address the needs of the students and their communities- Including the ways in which any special needs will be serviced among specific student groups.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

Each classroom will have a class size of 15 students in each grade level with 2 classes per section. The first year of implementation of Arete and Kaizen school district will have an expected 300 students on each campus bringing our school district to 900 students. Year two, we will have eighth grade enrollment on each campus increasing our campus student counts to 360. Our second year of implementation for our school district will have a student enrollment population of 1080. During our third year of implementation, will continue to be a campus of third through eighth grades however, we will increase our enrollments of each grade level by adding additional class units. Our demographics will include all populations as we have campuses in Mesquite/Garland,, Wylie, and Plano. These areas include students who are elite, compete, train, and perform in gymnastics, modeling, acting, soccer, dancing, martial arts, and who would like to pursue their entrepreneurial endeavors. Our campus demographic will include students who are of various demographics, low socioeconomic status, At Risk, English Language Learner, Gifted and Talented, and Special Education.

DIRECTIONS: ALL applicants must provide information below on the proposed curriculum. ANY curriculum [or parts of a proposed curriculum] that is the lawful intellectual property of a third party MUST be cited in the box below as well as in all narratives. A failure to do so may be deemed in violation of the Agency's plagiarism policy.

Does the applicant plan to use original curriculum? Yes No
 If no, or the curriculum is a mixture of original and established content, cite curriculum author(s).

Person(s), position(s), and/or entities that will be responsible for curriculum/TEKS alignment?

Teachers will use TEKS, LeadForward, Region 10, and Administrative Team to ensure that the curriculum, instruction, and TEKS are aligned.

Does the applicant plan to offer special programs or extracurricular activities? Yes No
 If yes, will any of the services be fee-based? Yes No
 If any services will be fee-based, cite specific services NA

Does the applicant plan to provide gifted and talented services in accordance with the Texas State Plan for the Education of Gifted/Talented Students? Yes No

ATTACHMENT REMINDER - E1 Sample Course Scope and Sequence

NARRATIVE (1)
 Describe the proposed educational programs - Including special education and bilingual education/English as a second language. Please explain in succinct terms the specific curricular programs that the applicant proposes and the ways in which the charter staff, board members, and others will use these programs to maintain high expectation and continuous improvement. Clearly state how the curriculum will align with Texas Essential Knowledge and Skills (TEKS) standards.

NARRATIVE (2)
 Describe the plan and schedule to evaluate the proposed curriculum.

NARRATIVE (3)
 If the applicant proposes to serve special programs or extracurricular activities; provide detailed information on each service. *If the applicant does not propose to serve special programs or extracurricular activities, skip this narrative and continue to next page.*

Press to Input Narrative Response

EVALUATION CRITERIA

Responses that meet the standard will:

- Describe a foundation curriculum which clearly demonstrates alignment to the *Texas Essential Knowledge and Skills (TEKS)* standards.
- Describe an assessment plan that covers all assessable TEKS for the course/grade level and/or allows a student to demonstrate mastery of TEKS standards.
- Present detailed plans for meeting the needs of special education and meet legal requirements found in *Texas Education Code Subchapter A and B*.
- Establish well-designed extracurricular services and programs that are also consistent with the financial plan workbook. *(Attachment F3)*

NARRATIVE (1) - Describe the proposed educational programs - Including special education and bilingual education/English as a second language. Please explain in succinct terms the specific curricular programs that the applicant proposes and the ways in which the charter staff, board members, and others will use these programs to maintain high expectation and continuous improvement. Clearly state how the curriculum will align with Texas Essential Knowledge and Skills (TEKS) standards.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

In our general education classrooms, teachers will use Lead4ward snapshots and TEKS to ensure that their lessons are aligned with the expectations of the state of Texas. Our classrooms will be Project Based, Flipped, and Blended however, teachers will use the assessed curriculum, readiness standards, and embed Knowledge/Skills within each lesson. For example, a third grade teacher will use a TEKS Snapshot for 3rd grade grade to plan her daily lessons. She will evaluate each TEK that she plans on embedding in her Project for the three weeks. The teacher will ensure that the basis of her lesson is a Readiness Standard (3.4, 3.8, and/or 3.13). In addition, she will also conclude at the end of each six weeks that she is on track in her instruction of the assessed curriculum as expected through the state of Texas (STAAR). Readiness standards receive support throughout each day and lesson through the supporting standards as delivered by the teacher as well. Flipped Classrooms allow for teachers to record all of their lessons and post them online. Students will have access to this information while at home and have the opportunity to work at their own pace.

Bilingual students will receive the same expectations and aligned curriculum. Our campuses will have the early exit model of bilingual education with the expectation that most students will exit bilingual education by the end of third grade.

Unless otherwise noted within an IEP, special education students will have full inclusion unless they are severe and profound.

NARRATIVE (2) - Describe the plan and schedule to evaluate the proposed curriculum.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

Evaluations will be at the culmination of each project given by the teacher. The expectation of Arete and Kaizen School District is that there will be a project given for each class each 3 weeks. Daily and subject grades will be given to students. Exam grades will be given each 3 weeks and will not outweigh daily grades.

NARRATIVE (3) - If the applicant proposes to serve special programs or extracurricular activities; provide detailed information on each service. *If the applicant does not propose to serve special programs or extracurricular activities, skip this narrative and continue to next page.*

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

DIRECTIONS: ALL applicants must complete this page if any educational services will be offered to grades 9 and above at any point during the initial charter contract period [Year 1-5].

The applicant will serve *grades 9 and above, If no, skip to next page* Yes No

The applicant will implement Personal Graduation Plans for all students Yes No

The applicant will post grade 11 and grade 12 GPA class ranks on all student transcripts? Yes No

The applicant will offer the following endorsement(s): *Check all that apply*
 Arts and Humanities Business and Industry Multidisciplinary Studies Public Service STEM

Proposed graduation rate goal(s)? *(in percentage)*
 Year One Year Two Year Three Year Four Year Five

NARRATIVE (1)

Describe the proposed campus(es) course offerings and how they will create a viable and adequate process for helping students meet graduation and endorsement requirements.

NARRATIVE (2)

Discuss strategies that will achieve successful vertical alignment between middle school and high school.

Press to Input Narrative Response

EVALUATION CRITERIA

A response that meets the standard will:

- Identify specific resources, partnerships, or other opportunities that will facilitate sustainable availability for each endorsement.
- Account for specific supplies and tools that will be needed to facilitate successful implementation of the program.
- Align funding projections with the budget and financial workbook.
- Provide clear strategies that will assist students vertically align with grade levels that are not offered by the charter school.

DIRECTIONS: ALL applicants must provide information on an average experience that any proposed services and instruction will create for students beginning in Year 1.

NARRATIVE (1) -

Briefly describe an average school day for a prospective student. How would their experience set itself apart from the average school day at the surrounding districts or charters? *Input answer here or applicant may click the button at the bottom of the page for a larger writing space. Do not write in both.*

An Arete and Kaizen student will have an option of choosing to attend Arete and Kaizen in the morning or afternoon shift. As an explanation, I will choose a fifth grader who attends the morning shift.

My school day begins at 8 in the morning, and I start my day. My teacher announces our new project that we will be working on. She explains all of the subjects that will be incorporated within the project while our team teacher passes out the rubric for the project. The rubric has the student team members listed, online websites, online resources, expected TEK mastery from each subject, and time line for the project.

After we have our project explained, we break into our teams to begin the first step of our project. We brainstorm our ideas in order to have a better understanding of what the project entails. Our two teachers are walking throughout the room to facilitate the discussion and brainstorm.

We then break into stations to research our project. We have our laptops and begin to work online. Other students from other teams work with teachers on their various levels.

At the end of the morning shift of school, my guardians pick me up from school at noon. I have lunch with my family and we talk about my school project. After lunch, my schedule differs than most average students. If it is Monday or Wednesday, I work online with my school student team on Google Classroom to continue the work that our school project entails. If it is Tuesday, Thursday, or Friday, I train for my dance competition team, take a private dance lesson, or train for my solo dance.

NARRATIVE (2) -

Briefly explain how and why the proposed teaching methods will enhance the quality of instruction during the school day. Include information about any differentiated instruction that will be used to meet the needs of students. Including those students i) above or below grade level, ii) with disabilities, iii) identified as gifted and talented, and (iv) requiring bilingual/ESL services.

Press to Input Narrative Response

EVALUATION CRITERIA

A response that meets the standard will:

Provide compelling evidence that the teaching methods will impact and enhance the quality of instruction and meet the needs of a diverse student body.

Discuss instruction for students who are: i) above or below grade level, ii) with disabilities, iii) identified as gifted and talented, and (iv) requiring bilingual/ESL services.

Present evidence that growth will be assessed, and instruction will be modified as necessary to achieve individual educational goals

NARRATIVE (1) - Briefly describe an average school day for a prospective student. How would their experience set itself apart from the average school day at the surrounding districts or charters? *Input answer here or on the previous page. Do not write in both.*

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

NARRATIVE (2) - Briefly explain how and why the proposed teaching methods will enhance the quality of instruction during the school day. Include information about any differentiated instruction that will be used to meet the needs of students . Including those students i) above or below grade level, ii) with disabilities, iii) identified as gifted and talented, and (iv) requiring bilingual/ESL services.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

Teachers will work from student profiles that allow for individualized learning for each student. Using the assessed curriculum format, a teacher has the opportunity to use data mastery in order to know where each student is within mastery of each TEK. Project Based learning allows for teachers to group students based on skill level. Flipped Classrooms allow for students to work at their own pace at home. They can slow the information down if needed or move faster if mastery happens sooner. Bilingual/ESL students have the opportunity to work with their peers more than in a typical school district's classroom. In addition, project based learning provides various methodologies in order to express their knowledge rather than the typical paper pencil model. Students with special needs will work in classrooms that are of the least restrictive as possible because our campuses will have Inclusion as much as possible.

DIRECTIONS: ALL applicants must provide information about assessments that will be utilized to monitor academic progress. Applicants should consider “**data collection activities**” to include any activity that will provide the necessary information needed to conduct the proposed assessment/evaluation design, application, and analysis.

Assessment Methods - *check all that apply* Diagnostic Formative Interim Summative

Other

Person(s), position(s), and/or entities that will be responsible for planning assessment/evaluation activities.

At the Charter District level for Arête and Kaizen Academy the Chief of Curriculum and Instruction and Academic Director will be charged with planning assessment and evaluation activities to ensure a high quality evaluation system.
At each individual Arête and Kaizen Academy campus the educational leadership team which will consist of the school administrators will ensure that the charter assessments and evaluations are implemented appropriately.

List data collection activities that will be involved in the proposed assessment/evaluations.

At each Arête and Kaizen Academy school:
Two main grades will be utilized in the Project Based Learning model. Often, PBL incorporates a rubric for the major assessments, these evaluations and others that are similar will be coded as ‘Major Evaluations’.

Person(s), position(s), and/or entities that will be responsible for collecting assessment/evaluation data.

At the Charter District level for Arête and Kaizen Academy the Chief of Curriculum and Instruction and Academic Director will be charged with collecting assessment and evaluation data from the aforementioned activities to ensure a high quality evaluation system.
At each individual Arête and Kaizen Academy campus the educational leadership team which will consist of the school administrators will for submitting charter assessments and evaluations at the end of each two nine week period twice per year.

Person(s), position(s), and/or entities that will be responsible for the analysis of data. What are the qualifications or requirements for the person(s), positions(s), and/or entities?

The Chief of Curriculum and Instructional and Academic Director for the Arête and Kaizen Academy schools are responsible for the selection of data analysis directors. They must uphold at minimum a bachelors degree from an accredited university. The personnel would sign oaths of confidentiality as well as adhere to the charter’s code of ethical behavior.

NARRATIVE -

Detail all plans to measure and evaluate academic progress of individual students, student cohorts, and the school or campuses as a whole. Including throughout the school year, at the end of each academic year, and for the initial term of the charter contract.

Press to Input Narrative Response

EVALUATION CRITERIA

A response that meets the standard will:

- Propose specific and comprehensive assessment models for student achievement.
- Demonstrate a clear understanding of the proposed assessment model(s).
- Rationalize the use and applicability of the proposed assessment model(s) to the schools objectives and goals.
- Discuss the roles and qualification requirements for those who will be responsible for planning, implementation, analysis, and reporting of data.
- Detail assessment schedules, all necessary sources of data, and discuss any associated data collections.
- Outline a clear plan to use assessment data for the improvement of campus teaching and learning.

NARRATIVE - Detail all plans to measure and evaluate academic progress of individual students, student cohorts, and the school or campuses as a whole. Including throughout the school year, at the end of each academic year, and for the initial term of the charter contract.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

Assessment and Evaluation Component of the Charter School Application

Our Charter is expected to uphold and maintain high standards of measure of student academic success. We will at minimum assure that our schools adhere to the most recently adopted standards of education by the state of Texas known as the Texas Essential Knowledge and Skills. Student mastery of the state standards will assure that all of our schools are progressing at an appropriate pace resulting in all student populations being college and career ready. This will be evidence through our charter school's performance on the State Assessments of Academic Readiness (STAAR) meeting at least the minimum requirements of Texas' state mandated standards. This includes the assessment variations modified for specials populations such as STAAR A and STAAR L.

Each year following the release of STAAR evaluation results for our charter schools, the board will review the educational plan of action of our schools. This will ensure that we create goals to both maintain progress of academic success as well as innovative educational adjustments to increase student achievement. The board will review curriculum guides provided per content area per grade level to assure appropriate instructional adjustments are made that enable the charter's ability to demonstrate appropriate readiness of state mandated standards. Following board mandated adjustments to curriculum guides and subsequently benchmarks, schools would be charged with instructional adjustments plans for improved teaching and learning on their individual campus. Our campuses will use curriculum guides provided per content area per grade level to assure they are appropriately pacing the knowledge and skills. These pacing guides will also facilitate Charter created assessments that benchmark the successful academic progress of schools towards end of year measures of success.

Regarding the anticipated results and expectations of the annual standards of academic achievement, we maintain the same expectations as public schools in the state of Texas. Our expectation is that all charters earn and maintain, through the highest ethical standards, an accountability rating of meeting state standard as well as earning academic distinctions. Through the assessment performance of our student population our charter will demonstrate an ability to reach the Texas required STAAR level phase in standards, the Texas required student progress measure, a demonstration of closing performance gaps of special populations, and meet the Texas required percentage of post secondary readiness. These standards of student achievement will be evidenced as measured through the Texas Consolidated School Rating Report via the Texas Education Agency. Through a process of systems analysis using components of assessments, attendance, enrollment, and community and student engagement data; the charter will determine success through progressive growth and meeting minimal state requirements in all aforementioned components.

Through a process of systems analysis, the charter will review components provided both exclusively within the charter as well as those minimum academic requirements in the state of Texas. This will help determine if altogether such courses, programs, activities and learning opportunities collectively yield the desired annual academic results and expectations. Essentials of the system analysis will encompass elements of vertical and horizontal alignment of curriculum as well as curriculum priority across the charter. A broad representation of instructional leaders would be essential to creation, maintenance and progress measure of the curriculum in order to ensure fidelity and success of the program. This dichotomous planning will set long-term goals with continuous focus on charter goals and fidelity to educational and extracurricular paradigms. These on-going sessions will be maintained within the parameters of positive and professional lines of communication, a theory-into-practice approach and maintaining a constant growth mindset to ensure continuous success of the charter curriculum.

At the Charter District level for Arête and Kaizen Academy the Chief of Curriculum and Instruction and Academic Director will be charged with planning assessment and evaluation activities to ensure a high quality evaluation system.

At each individual Arête and Kaizen Academy campus the educational leadership team which will consist of the school administrators will ensure that the charter assessments and evaluations are implemented appropriately.

At Arête and Kaizen Academy, two main grades will be utilized in the Project Based Learning model. Often, PBL incorporates a rubric for the major assessments, these evaluations and others that are similar will be coded as 'Major Evaluations'. Other tasks and skills that result of summative projects and units will be coded as 'Skill Checks'.

As a strong guideline, Grades 3rd, 4th, and 5th should have close to 50% of their period/semester/final grade weighted on Major Evaluations, and 50% on Skill Checks.

As a strong guideline, Grades 6th, 7th, and 8th should have close to 60% of their period/semester/final grade weighted on Major Evaluations and 40% on Skill Checks.

Students will have four 9 Week periods. Each semester will have two 9 Week period, and the Semester Average will be the average of each 9 Week Period. The Final Average will be average of each Semester Average.

Students will Final Averages for Math, Reading, Science, and Social Studies. If a student earns below a 70 on three of the four subject areas, then the student is eligible for being retained in. However, a Grade Placement Committee will convene if the parent, teacher, or Principal feels that there were extenuating circumstances that should be considered before making the decision to retain. The Grade Placement Committee consist of the parent and at least two staff members with adequate knowledge of the student – ie, 2 subject teachers, 1 teacher and counselor, etc.

The final decision of promotion or retention is made by the principal after the committee submits a recommendation in writing to either recommend promotion, or recommend retention.

DIRECTIONS: ALL applicants must provide information pertaining to the required public meeting(s) and any other awareness outreach efforts. The term “**awareness outreach**” refers to any demonstrable activity undertaken to build awareness of the proposed charter school and(or) any associated public meetings.

Public Meeting(s) Dates - *dd/mm/yyyy/0:00*

10/14/2015 10:00
 10/19/2015 6:00
 10/26/2015 6:30

Number of Attendees - *# per meeting*

36
 18
 53

Location(s) of Meeting - *facility name and address to include city and zip code.*

Meeting 1 & 2
 Dance Company of Wylie
 800 Vanessa, Suite A
 Wylie, Texas 75098

Meeting 3
 Academy of Classical Karate
 1301 Custer Rd., #515
 Plano, Texas 75075

Method(s) of Awareness Outreach: *check all that apply*

In -Person
 Telephone
 Social Media
 Direct Mail
 Other

Sent mass email.

ATTACHMENT REMINDER - A2 Published Notice(s) of Public Meeting(s)

NARRATIVE (1) -
 Provide a synopsis of the public meeting(s) held to discuss the proposed charter school plan. Explain any awareness outreach methods that increased attendance at the meeting(s) or contributed to lower attendance rates. In addition, detail any other outreach efforts.

NARRATIVE (2) -
 Detail any plans to improve community awareness within the proposed geographic boundary.

Press to Input Narrative Response

EVALUATION CRITERIA

A response that meets the standard will:

- Discuss initial method(s) of awareness outreach that were used to build awareness.
- Detail specific areas of interest and concern that were discussed during the meeting(s).
- Provide disclosure and explanations for low attendance rates.
- Provide follow-up outreach strategies that were used to increase attendance in any subsequent meetings.

NARRATIVE (1) - Provide a synopsis of the public meeting(s) held to discuss the proposed charter school plan. Explain any awareness outreach methods that increased attendance at the meeting(s) or contributed to lower attendance rates. In addition, detail any other outreach efforts.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

Public Meeting Synopsis:
 Presenters:
 Vincent Garcia
 Reyna Sotelo
 Ruby Ramirez

Presentation: Introduction of Presenters
 Discuss Arête and Kaizen Foundation;
 Board Members
 Purpose, Mission, Vision of the Foundation
 Goals
 Types of Education – Traditional Schools, Private Schools, Charter Schools
 Public Choice
 State support versus support from tuition
 Similarities, Differences, and Commonalities, Pros, and Cons of all choices
 Arête and Kaizen Academy proposal:
 Free
 Public Education, School Choice
 Credit for grade level
 Approval Process from TEA
 Enrollment drives funding
 Educational of Whole Student
 Focus on academics and Art
 Student determination, self-discipline, artistic discipline
 Dance, Athlete Performance, Leadership/Entrepreneurship
 Project Based Learning
 Flipped Classroom Model
 University Model of Education similarities
 Question & Answer
 Discussion about community needs and other areas

NARRATIVE (2) - Detail any plans to improve community awareness within the proposed geographic boundary.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

After the initial public meetings, the feedback and awareness has shown a dramatic increase. Originally, the Foundation's Facebook page had just over 50 likes. Within a week of the last public meeting, the 'Likes' on Facebook has almost tripled in count, currently our Facebook page has over 120 likes - the information has spread solely on word-of-mouth. Realistically, with the CEO being a current educational leader in Dallas ISD, as well as several other brainstormers of this project, the delicate balance between increasing community awareness, but also the realistic need to maintain our current positions for livelihood is a balance we constantly face. Once our Charter Proposal is granted, we can discuss and spread the message freely and openly with no limitations due to knowing that we will be able to serve in the Charter and maintain or livelihood. This dilemma was also discussed in every public meeting due the community realizing that this endeavor may not be supported by the traditional ISDs we currently serve.

DIRECTIONS: Applicants must provide information below if the applicant, at the time of submitting this application, has a specific desired location(s).

Does the applicant have a specific desired location? *If not, check "no" and skip to next page* Yes No

Physical Address of Location:

Does the applicant intend to lease or purchase property? Lease Purchase

Has the building been issued a certificate of occupancy for educational use? Yes No

The applicant will: Use the Existing Facility Build a New Facility Repurpose/Remodel the Existing Facility

What was the facility's last nature of use?

Will the facility share space with individuals/organizations in addition to the proposed charter school? If yes, provide the name of the entity, type, and frequency of use. Yes No

ATTACHMENT REMINDER - F8 Proposed Facility Description

NARRATIVE-
 Explain how the facility [or future facility] will be suitable for the proposed charter school. Include all plans to ensure that the school facility will be compliant with the Americans with Disabilities Act (ADA).

EVALUATION CRITERIA

A response that meets the standard will:

- Provide a clear description of the facility.
- Justify the facility's suitability to serve the ages/grades that are proposed - including specialty space, if any.
- Provide a clear description of the purchase or leasing arrangements and/or construction or renovations that must occur to ensure adequate facilities.
- Present budget costs and financing arrangements that are congruent with the financial workbook.

DIRECTIONS: Applicants must provide information below if the applicant, at the time of submitting this application, does **NOT** have a specific desired location.

Does the applicant have a desired location?
If yes, check "yes" and return to previous page Yes No

Does the applicant intend to lease or purchase property? Lease Purchase

Does the applicant intend to use a broker or consultant to procure occupancy?
If yes, provide name, company, website Yes No

Will the facility share space with individuals/organizations in addition to the proposed charter school?
If yes, provide the name of the entity, type, and frequency of use. Yes No

NARRATIVE -
 Describe the process for identifying and securing a facility. Including plans for building or renovations, timelines, and financing. Explain why the facility will be suitable for the proposed charter school. Include all plans to ensure that the school facilities will be compliant with the Americans with Disabilities Act (ADA).

Press to Input Narrative Response

EVALUATION CRITERIA

A response that meets the standard will:

- Provide a clear process for identifying and securing a facility.
- Identify relevant individuals that will have significant roles in the facility selection and procurement process.
- Provide a clear description of the anticipated purchase or leasing arrangements and/or construction or renovations that might occur to ensure adequate facilities.
- Present budget costs and financing arrangements that are congruent with the financial workbook.

NARRATIVE - Describe the process for identifying and securing a facility. Including plans for building or renovations, time lines, and financing. Explain why the facility will be suitable for the proposed charter school. Include all plans to ensure that the school facilities will be compliant with the Americans with Disabilities Act (ADA).

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

When identifying a suitable space and location for the charter schools, the Foundation will use multiple types of search engines and criteria, including but not limited to; loopnet.com , cityfeet.com , commiercalsearch.com, and craigslist.com . The idea space will be an facility that has previously been used a Montessori school, day care, private school, or a day camp. Using the university model type of design, the academic area and classrooms will be used in morning sessions, and a different group in the afternoons. Supporting a 3rd - 8th grade grouping, at minimum, if a school can effectively support two sections of each grade, then the idea space will have the ability to serve 12 classrooms - 2 sections of third grade, 2 for fourth, 2 for fifth, 2 for sixth, 2 for seventh, and 2 for eighth. Each section will have no more than twenty one students which equals forty students per grade level. At capacity, twelve sections at twenty one students would support 252 students. 12 rooms would support the primary learning space, an additional four rooms would be idea to support a common space for students, an area for teachers to plan and discuss, a parent conference area, and an open area for a change in learning environment for students.

To create an environment for learning, the idea space would allow for movement and freedom, each classroom should have a square foot area of 672 square feet or higher. This footage would provide an 32 square foot area per child in the classroom at capacity. 16 rooms with 672 square feet would create a needed space for a facility at 10,752 square feet at minimum. For an additional space to prevent clutter, have adequate rest rooms, copying areas, administrative offices, and have storage and other necessities of operating a business, facilities will be considered that have 11,500 square feet or more would be an idea minimum location.

After searching for multiple properties with the above mentioned square footage and pervious ownerships, multiple properties are available that range from \$.90 to \$1.30 per square foot plus triple net on a leasing agreement with the most common cost of \$1 per square foot. A 12,000 sq ft of office space can be leased for \$12,000 a month plus triple net which has been stated to average an additional \$1,000 at the high end.

In creating a leasing agreement that satisfies the Foundation's needed schooling space, financial needs, and environmental needs, if a location had a previous business of office space which smaller than adequate rooming needs, then renovation would need to occur. In discussing terms and agreements with 'build out', the Foundation's Board members have agreed to volunteer to serve in this capacity. Brody Burns has had experience in negotiating 'build out' terms that forward the cost of the renovations to the facility owner and negotiated the repayment of the renovation build out be adding a partial increase per monthly lease cost to offset the cost without having to pay for the service up-front. Travis Hintzel has agreed to voluntarily review the lease agreement, cost, and budget of the facility space, estimated enrollment from the location, projected financial stability with the agreement, as well financial maximum enrollment projections.

DIRECTIONS: ALL applicants must provide information below on transportation services and strategies. All references to “**daily transportation**” should reflect any transportation services that will facilitate student pick-up/drop-off from the home, campus, or reasonable distance therein. At minimum, all applicants must complete a narrative below outlining transportation plans for students with Individualized Education Plans (IEP).

Does the applicant intend to offer daily transportation to all students? Yes No
If no, the applicant must still answer IEP transportation contingencies in the narrative section below

If yes, what year will the service begin? Year 1 2 3 4 5

Will the charter provide public transportation vouchers? *Ex. public bus passes* Yes No

If yes, what year will the service begin? Year 1 2 3 4 5

What is the total annual dollar amount budgeted for transportation?

NARRATIVE -
 Describe any student transportation plans. If transportation plans will not be offered, articulate reasons that contributed to choosing not to offer such services.

At a minimum, outline transportation contingencies for students with Individualized Education Plans (IEP) that designate required transportation.

Press to Input Narrative Response

EVALUATION CRITERIA

A response that meets the standard will:

- Present a detailed transportation plan, if any, that demonstrates an ability to meet the needs of the student population.
- Provide clear transportation plans for students with IEP’s that require transportation.
- Align budget amounts with the financial workbook.
- Demonstrate compliance with 34 CFR§300.34(c)(16) of the Individuals with Disabilities Act (IDEA) regulations.

DIRECTIONS: ALL applicants must provide information below outlining proposed admission and enrollment policies.

Enrollment Period: *include start date/end dates* to

Date of Lottery (*if needed*):

Will the lottery process have exempted classes of students? Yes No
Choose all that apply

Returning Students
 Siblings of Enrolled Students
 Children of Founders & Staff
 Other

If there are exempted classes, what is the anticipated percentage of exempt students for Year 1?

ATTACHMENT REMINDER - E3 Admission and Enrollment Policy

NARRATIVE (1) -
Discuss plans and strategies to address the receipt of applications that exceed maximum enrollment?

NARRATIVE (2) -
Briefly discuss all policies and procedures for the admission of students with documented history of any of the types of misconduct listed in TEA § 12.111(a)(5)(A).

Press to Input Narrative Response

EVALUATION CRITERIA

A response that meets the standard will:

- Attachment E3 presents an application period and application process that clearly supports fair and equitable opportunity for all students to apply.
- Describe a fair and equitable selection process in the event of oversubscription. Including how this process will ensure equal access to all interested students and families.
- Any enrollment exemptions do not exceed allowable limits.
- Any enrollment requirements (such as auditions) are aligned with TEC §12.111(a)(6) and §12.1171.
- Attachment E3 includes a non-discrimination statement that satisfies TEC 12.111(a)(5).

NARRATIVE (1) - Discuss plans and strategies to address the receipt of applications that exceed maximum enrollment?

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

Applications open March 1st and will remain continuously open throughout the year. However, the applications 'close' for the purposes of the lottery system on August 1st. Any applications received after August 1st are not utilized during the lottery system if a lottery is needed.

The Lottery System:

All applications are placed into their specific grade level. Once a grade level becomes 'full', then a lottery system is utilized. If a grade level has two morning sections, and each section has 21 students, then at 42 students, the grade level is at capacity.

If 55 students enroll, then a 'Lottery' is held on August 11th. The first 42 student names will be selected and notified they are gained Admittance into the Academy. The remaining students will be placed on a 'waiting list', if an additional vacancy becomes available due to a withdrawal, transfer, or another reason, the lottery system will be used again to fill that remaining vacancy.

****Exceptions:**

Exceptions to the lottery system, which means that the following students will be receive Admittance before the Lottery system begins. Exceptions are limited to:

- Returning students from the previous year
- The sibling of another student already attending the Academy in the previous year
- Founders/Staff Children (if they constitute less than 15% of the grade level)

There were constantly be a school records clerk present to continue to accept applications and they will be stamped. On each campus, the number of vacancies per grade level will be kept. Once that number is reached, it will be marked to host a lottery to randomly select those students to fill vacancies. The random selection process of the lottery will ensure fair and equal opportunities for each student to be admitted into the Academy.

During the 2016 planning year, the enrollment form (from the attachment) will also be uploaded on-line so that parents and students can also complete an application form without having the schedule a time to meet at different location. This should increase the public awareness, ease of applying, and allow more students to apply from further away so that all students maintain equal opportunities.

NARRATIVE (2) - Briefly discuss all policies and procedures for the admission of students with documented history of any of the types of misconduct listed in TEA § 12.111(a)(5)(A).

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

On the application form that every prospective student will complete, there is a section that asks about previous history of misconduct. Depending on misconduct, the student may or may not be able to enroll.

At the lower portion of the form, it states, "*** The Academy may provide for the exclusion of a student who has a documented history of criminal offense, a juvenile court adjudication, or discipline problems under Subchapter A, Chapter 37, aligned to TEC.12.111(a)(5)(A). If circled yes, a Leadership Member will meet with you to discuss."

During this discussion, a campus or central team member will get information about the misconduct. If the misconduct primarily deals with physical aggression, the student most likely will be denied the application. If this misconduct is non-aggressive, more than 1 year ago, or other deciding factors, then the student might be able to continue the process with a behavior contract ready on the first day of school.

DIRECTIONS: ALL applicants must provide information below detailing student recruitment strategies and standards.

Target number of hours dedicated to student recruitment per month? *If any...*

Person(s), position(s), and/or entities that will be responsible for planning recruitment activities?

What percentage of the budget will be used towards student recruitment?

Will recruitment efforts specifically target any of the following? *Choose all that apply*

- Low Income Families
- Gifted and Talented
- Students with Special Needs
- Students At-Risk
- Drop Out Recovery
- Other

NARRATIVE (1) -
 Outline the needs of the community that are not being met by the local school district or other area charter schools.

NARRATIVE (2) -
 Discuss recruitment strategies that will effectively reach the anticipated community while also providing equal access to all interested students and families?

NARRATIVE (3) -
 Explain how the applicant will adjust recruitment strategies if enrollment numbers are lower than expected?

EVALUATION CRITERIA

A response that meets the standard will:

- Clearly describe community needs that are not being met by other available resources and educational institutions.
- Present specific strategies to meet community needs.
- Discuss the specific roles and responsibilities of person/positions that will plan and implement student recruitment/community engagement, if any - including any educational or experience requirements.
- Present specific assessment models, schedules, and activities that will gauge recruitment effectiveness.
- Reference budget amounts that are congruent with the financial workbook.

NARRATIVE (1) - Outline the needs of the community that are not being met by the local school district or other area charter schools.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE

In Wylie, there are more than one dance studio that produces elite level dancers. Currently, elite level dancers and recreational dancers are being served at the same time. This causes the elite level dancers a lack of instruction and time to focus on their passion. This same dilemma is happening in Plano with elite level gymnastics (several Olympic gymnasts have trained at the same gym in Plano), Karate dojos, Taekwondo schools, and other sports such as Soccer, Football, and even Hockey. The balance between learning academics and training in an Art that you love is always being negotiated. However, after talking with parents, dancers, students, and club owners, this balance does not have to be give and take. Many parents have chosen to put their children in home school so they can train during the day, there are two private schools in Plano and Wylie that offer a University Model of Education to allow this training as well, however, they are only utilized by parents who have the financial wealth to afford such tuition rates. Within 3 weeks of speaking about this FREE and Public serve that the Academy can provide, over 120+ Facebook users have liked the page. And this is only being spread by word-of-mouth due to the reality of the CEO and other brainstormers being current educators in Local ISDs. North Dallas was the desired location of a 3rd campus due the community constantly speaking of needing leaders and innovators in the poorer locations of the city. With 20 Dallas ISD schools receiving Improvement Required (IR) campuses, and a new 'ACE' School program to work with low performing schools, these children not only need a high level of academics, but need to grow up with a passion and understanding that leaders change their surroundings.

NARRATIVE (2) - Discuss recruitment strategies that will effectively reach the anticipated community while also providing equal access to all interested students and families?

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE

The equal ability to 'recruit' without leaving a group of people uniformed is through social media and electronic forms of communication. Facebook is a common language that everyone utilizes either on the computer, their phone, and the use of their friends devices. Also, once approved and all parties can openly discuss the project without fear of retaliation from their current positions, we can go to other clubs, recreation centers, dance studios, leadership programs, and have multiple meetings to discuss these opportunities.

NARRATIVE (3) - Explain how the applicant will adjust recruitment strategies if enrollment numbers are lower than expected?

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE

If the actual enrollment is under the projected enrollment, the staff that is will be utilized to become recruiters themselves. When teachers openly to talk to parents about their desire to teach at high levels, without the red tape constraints, and without the fear of needing to 'teach to the test' and focus on test taking strategies rather than actual learning, parents listen. The use of teachers to spread the word will be utilized at a higher level. Further, those students who are enrolled, the CEO would branch out and discuss with them different ways they can spread the word about the new Academy, its benefits, and how the Academy can invest in other students as well. A sense of urgency would be instilled so that the campus may open and stay an educational institution to meet the community need.

DIRECTIONS: ALL applicants must provide information below on the proposed school day calendar and estimated instructional hours per grade level.

Anticipated Date-of-Opening:

Total Number of Instructional Days in the School Year: ; and Total Instructional Minutes per day

Start/Dismissal Times :

PreK	<i>begins at</i>	<input type="text" value="NA"/>	<i>and dismisses at</i>	<input type="text" value="NA"/>
K-5	<i>begins at</i>	<input type="text" value="8:00/12:45"/>	<i>and dismisses at</i>	<input type="text" value="12:00/4:45"/>
6-8	<i>begins at</i>	<input type="text" value="8:00/12:45"/>	<i>and dismisses at</i>	<input type="text" value="12:00/4:45"/>
9-12	<i>begins at</i>	<input type="text" value="NA"/>	<i>and dismisses at</i>	<input type="text" value="NA"/>

Number of Instructional Hours Per Day --provide per every applicable grade level. Indicate "NA" where grades will not be served.

Prek	<input type="text" value="NA"/>				
Kindergarten	<input type="text" value="NA"/>	6th Grade	<input type="text" value="4"/>	9th Grade	<input type="text" value="NA"/>
1st Grade	<input type="text" value="NA"/>	7th Grade	<input type="text" value="4"/>	10th Grade	<input type="text" value="NA"/>
2nd Grade	<input type="text" value="NA"/>	8th Grade	<input type="text" value="4"/>	11th Grade	<input type="text" value="NA"/>
3rd Grade	<input type="text" value="4"/>			12th Grade	<input type="text" value="NA"/>
4th Grade	<input type="text" value="4"/>				
5th Grade	<input type="text" value="4"/>				

NARRATIVE -
Describe the schedule for the school day and week. Including how the proposed school week/day structure will help facilitate the applicant's vision and educational plan?

EVALUATION CRITERIA

A response that meets the standard will:

- Present a clear alignment with student needs and school goals as discussed in prior narrative sections.
- Follow all state attendance requirements.
- Provide rationale for choosing the proposed school-calendar structure.

NARRATIVE - Describe the schedule for the school day and week. Including how the proposed school week/day structure will help facilitate the applicant's vision and educational plan?

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

The normal weekly schedule of the Academy will be a morning session from 8 am until 12pm, consisting of 4 hours that will focus on academic. The other option students will have is to attend the academic portion of their school from 12:45pm until 4:45pm. Both options will provide a four hour academic period of time for each student. Students will be highly engaged, focused, and utilizing higher order thinking skills for these 240 minutes as well as align with a four hour academic time frame to be considered an 'attendance day'. This half day patterns, either morning or afternoon, will be held Monday through Friday. The 4 hour academic block allows for the remaining four hour time frame to be spent on the student's selected artistic passion. Providing 20 hours of training, focus, and commitment towards a specific passion will allow them to fulfill their endeavors. The specific school calendar for 'school days', 'holidays', 'winter break' and 'spring break' will align with Dallas ISD, the 2nd largest district in the state and also provides 180 academic school days for students. The supports the vision due to the dance studios, and other artistic facilities may coordinate their calendar with the main group of their customers so it would benefit the community for us to do the same.

DIRECTIONS: ALL applicants must provide information below pertaining to faculty and staff recruitment strategies.

What method(s) will the applicant use to identify, recruit, and hire highly qualified teachers?

Choose all that apply

- Web Advertising e.g. Monster, Indeed, Idealist etc.
- Print Media
- Social Media e.g. Facebook, Twitter, Forums etc.
- Partnerships w University or Colleges

Other

Region 10, Teacher Job Network

Person(s), position(s), and/or entities that will plan recruitment strategies?

CEO, CFO, Creative Design, C&I Director

Target Number of Special Education Teachers for Year 1

6

Target Number of Bilingual/ESL Teachers for Year 1

6

Target Number of Gifted and Talented Teachers for Year 1

9

NARRATIVE -

Describe the process to be used to identify, recruit, and hire individuals with the expertise necessary to facilitate the school's mission and educational goals. Including teacher, administrative, and board level strategies where applicable.

Press to Input Narrative Response

EVALUATION CRITERIA

A response that meets the standard will:

- Include a rationale for the proposed recruitment strategies/methods.
- Present a clear process for using the proposed methods to identify, recruit, and hire highly qualified teachers, administrative staff, and (or) various support staff.
- Discuss the roles and responsibilities of the person/position that will plan, implement, assess recruitment efforts.
- Present specific assessment models, schedules, and activities that will gauge recruitment
- Address any foreseeable obstacles to successfully recruiting quality staff.
- Reference budget amounts that are congruent with the financial workbook.

NARRATIVE - Describe the process to be used to identify, recruit, and hire individuals with the expertise necessary to facilitate the schools mission and educational goals. Including teacher, administrative, and board level strategies where applicable.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE

The hiring of qualified teachers is the most critical function of any educational program. The core belief of the foundation is that 'Teachers makes the biggest impact in the education of the student'. Likewise, the 'most qualified' or 'experienced' teacher may not be the most effective. As a principal, and discussing with other principals, the teacher performance in the classroom, sadly, is not indicative of the certification and experience they may have. Some teachers with no experience, and no teaching certificate, have been some of the most engaging teachers that have grown all of their students. On the other hand, some of the most highly degreed, experience, and well interviewed teachers have been disgruntled, ineffective, and negative staff members we have experienced. The most critical part of the recruitment of 'effective teachers' focuses on two areas:

The Interview, and Word of Mouth.

Great teachers want to be associated with great teams. With our vision in mind, we have already discussed this project with 'great' and effective teachers. Those teachers know other great teachers. We will rely mainly on great teachers sending other great teachers to interview. The CEO and other central staff members will train principals on how to interview well to get a sense of the success potential from the teacher candidates in front of them. During the first year, half of the interviews conducted by the principal will be teamed with a central office staff to assist and calibrate during the interview process to choose the best teachers available.

DIRECTIONS: ALL applicants must provide information below about professional development strategies, implementation, and analysis.

Person(s), positions(s), and/or entities that will *plan* and *execute* professional development strategies.

CEO, CFO, Curriculum and Instruction Director, Creative Design

Person(s), positions(s), and/or entities that will be responsible for the *management, analysis and interpretation* of any data for classroom teachers to improve student achievement.

CEO, CFO, Curriculum and Instruction Director, Creative Design

Will the applicant require any professional development prior to the start of the school year? Yes No
If yes, briefly explain

The first two weeks before school starts; briefly:
Week 1 - Team Bonding, Alignment with Foundation's Vision, State of the Foundation
Week 2 - PBL, Flipped Classroom, Engagement, Higher Order Thinking

ATTACHMENT REMINDER - O4 Teacher Evaluation Tool(s)

NARRATIVE (1) -
Discuss all core components of the professional development plan and how these components will support effective implementation of the educational program?

NARRATIVE (2) -
Explain how the school calendar, daily schedule, and staffing structure will help facilitate sufficient time to conduct, review, and provide guidance on professional development and growth.

Press to Input Narrative Response

EVALUATION CRITERIA

A response that meets the standard will address:

- Include a rationale for the proposed professional development plan and its alignment with the school's goals, curriculum, and budget.
- Discuss the roles and responsibilities of the person/position that will plan, implement, analyze, and report on professional development activities.
- Present specific assessment models, schedules, and activities that will gauge the success of professional development resources and activities.
- Address any foreseeable obstacles to implementing the proposed plan.
- Reference budget amounts that are congruent with the financial workbook.

NARRATIVE (1) - Discuss all core components of the professional development plan and how these components will support effective implementation of the educational program?

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE

The professional development plan will focus on three central areas: Student engagement and relationships; Project Based Learning and thinking at Higher Levels; and alignment with TEKS. These three areas will bring the most leverage towards effective teaching, classroom management, academic success, and overall success as a campus. With the notion that the 5 central office leaders that non-financial positions, all of us have been campus principals can lead and provide the Professional Development ourselves. The majority of use also have our doctoral degrees in education and role model the continuous-improvement model for our staff.

NARRATIVE (2) - Explain how the school calendar, daily schedule, and staffing structure will help facilitate sufficient time to conduct, review, and provide guidance on professional development and growth.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE

Professional Development will be aligned to the current needs of the campus. The central office's primary function is support the campus staff and ensure, as a whole, the Academy district is moving forward to accomplishing its short and long term goals. The daily and weekly calendar is structured to provide maximum academic time paired with maximum time spent training on the student's specific art of choice. These are two primary goals of the foundation.

DIRECTIONS: ALL applicants must provide information below on the proposed Board of Directors. The term “**Board of Directors**” refers to a governing body of the sponsoring entity as the applicant indicated on the Application Coversheet. The term “**grant mismanagement**” refers to the unallowable or questionable use of government grant funds as determined by that specific states' ethics and compliance policies.

Number of Board Members:	5
Number of Board Members Domiciled in Texas:	5
Number of Board Members with Prior Charter Experience:	1
How often will the Board meet <u>in-person</u> ? <i>Choose all that apply.</i>	
<input type="checkbox"/> Weekly <input type="checkbox"/> Bi-Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Annually Other	Every 2 Months
How often will the Superintendent report to the Board? <i>Choose all that apply.</i>	
<input type="checkbox"/> Weekly <input type="checkbox"/> Bi-Weekly <input checked="" type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Annually Other	
How often will the Board review financial reporting data? <i>Choose all that apply.</i>	
<input type="checkbox"/> Weekly <input type="checkbox"/> Bi-Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Annually Other	Every 6 months
Do any current board members intend to apply for an employed position with the charter?	
	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
The sponsoring entity is a current grantee/sub-grantee of a state and(or) federal grant.	
	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
The sponsoring entity has been investigated for grant mismanagement within the last 5 years.	
	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

ATTACHMENT REMINDER - G4 Board Member Biographical Affidavit Form

NARRATIVE (1) -

Describe the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies.

NARRATIVE (2) -

Applicants with a sponsoring entity who is a current grantee/sub-grantee of a state and(or) federal grant must provide: (a) names of all currently awarded grants; (b) contact information; and (c) nature of awarded grant(s). *All other applicants skip this narrative and proceed to the narrative below.*

NARRATIVE (3) -

Applicants with a sponsoring entity who has been subject to investigation for grant mismanagement within the last 5 years must provide: (a) names of all applicable grants; (b) contact information; and (c) result/status of investigation. *All other applicants skip this narrative and proceed to the next page.*

Press to Input Narrative Response

EVALUATION CRITERIA

A response that meets the standard will:

- Provide a clear list of the sponsoring entity board members and their roles on the board.
- Discuss member selection criteria and how it aligns with the school's mission and vision.
- Disclose the full extent of prior charter experience among the board members.
- Present a governance structure that is compliant with Texas Administrative Code 19 TAC § 100.1113 and Texas Government Code §§ 573.021-573.025, relating to Relationships by Consanguinity or Affinity.
- Provide strong evidence that the proposed governance structure will be effective.

NARRATIVE (1) - Describe the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE

Arête and Kaizen Foundation is governed by a 5 member Executive Board which consists of the following positions: Chairman, Vice-Chairman, Secretary, Treasurer, and Academic Director. The Board will function as a single unit, whereas individual members have the ability to give perspectives, opinions, and guidance, but all decisions will be reflected by a Board vote in which a 3/5s agreement is needed to make a decision. The Board shall focus on long-term goals and vision rather than day-to-day operation and management, empowering the Chief Executive Officer to manage an organization, driven by staff, with efficient Executive Board oversight.

In alignment with the bylaws, Executive Board performs the following specific functions, among others: selects, compensates, and evaluates the Chief Executive Officer (Superintendent); reviews and approves Arête and Kaizen Foundation's strategic plan, budget, operating plan, and academic performance; sets policy and provides guidance and direction to the CEO on significant issues facing Arête and Kaizen Foundation and charter district issues; oversees the financial reporting process and Arête and Kaizen Foundations legal and regulatory compliance program; reviews and approves financial statements, annual reports, and, if voted and agreed upon, selects an independent auditor for an unqualified report; determines whether Arête and Kaizen Foundation's assets are being properly allocated and protected; ensures that the Executive Board and CEO are properly structured and prepared to act in a case of an unforeseen corporate crisis.

The Board shall select, and evaluate the CEO (Superintendent). The Board will also select, evaluate, and supervise any 2nd level staff position if they are related to the Superintendent including, but not limited to the Chief of Curriculum and Instruction, and the Chief Financial Officer.

Board members will serve 3 year terms that are staggered and limited to two consecutive terms. To select incoming board members, the upcoming vacancy will be posted on the website, Facebook, and other social media and public media. In alignment with the Bylaws, Board members shall have professional integrity and a passion for excellence (Arête) and personal development and improvement (Kaizen). They shall have demonstrated ability and judgment and be effective, in conjunction with other Directors, in serving the long-term interest of the Foundation. Directors should have a high level of experience and capability on Board oversight responsibilities, including in the areas of finance, legal, marketing, fundraising, accounting, management, communications, and academics.

The election of Board members shall take place in April annually. The meeting date for the election will be scheduled in May with the incoming member assuming duties on June 1st of each year. The current board will vote upon new members as their position tenure closes.

The authority and duties according to the Bylaws will be posted in April in alignment with section 6.3 subsections a – e. The Board's vote will be contingent upon the applicants resume and/or interview with respect to how well the applicant can perform the duties in the respective member role.

In alignment with Bylaws, the roles and duties of each member are as follows:

- a. The Chairman shall: (i) set all meetings; regular and special meetings; (ii) set meeting agendas (with collaboration with the Chief Executive Officer); (iii) see that all Board commitments, resolutions, and oversight are implemented and carried into effect; and (iii) Exercise such powers and perform such other duties as from time to time may be assigned by the board.
- b. Vice Chairman. The Vice Chairman shall: (i) shall facilitate meetings in the absence of the Chairman; (ii) shall have the same duties and powers as the Secretary in their absence; (iii) shall determine if a quorum is present for authoritative actions at meetings; and (iv) Perform such other duties as from time to time may be assigned to the Vice Chairman by the Chairman or by the Board.
- c. Treasurer. The Treasurer shall: (i) be the custodian of the financial records of the Foundation; (ii) give a verbal (or written) financial executive summary to the board twice a year (with the assistance of the Chief Executive Officer); and (iii) Keep the board informed if the finances become unstable or if there is a foreseeable negative financial situation.
- d. Secretary. The Secretary shall: (i) keep the minutes of the proceedings of the Board; (ii) see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law (the Chief Executive Officer or his/her assigned staff can also send notices to fulfill this requirement); (iii) be the custodian of the corporate records; (iv) perform duties incident to the office of Secretary, and (v) Perform other duties as from time to time may be assigned by the Board.
- e. Academic Director. The academic Director shall: (i) give direction to the Foundation in meeting the academic needs of the youth the Foundation is designed to serve (with consultation from the Chief Executive Officer); (ii) advise the board in areas of promotion and fund raising for the charter school (if granted by the Texas Education Agency); and (iii) Perform other

duties as from time to time may be assigned by the Board.

f. Chief Executive Officer. The Chief Executive Officer shall: (i) serve as an ex-officio officer on the board (without a vote on making Executive Board decisions); (ii) be welcomed at all board meetings (regular and special); (iii) give consultation in all areas of Arête and Kaizen Foundation and with the operations, daily functioning, direction, promotion, organization, and in all aspects of the charter school/district if granted by the Texas Education Agency; (iv) design, and hire a staff as the CEO sees appropriate; (v) assign and hire staff for the charter school as the CEO sees appropriate; (vi) shall create, develop, and modify a budget for board approval; (vii) shall set compensation rate for the Foundation staff and school staff; (viii) shall make decisions as necessary to promote the vision, mission, and direction for the Foundation and charter school; (ix) promote the Foundation and charter school for donations in funding, attendance of students, support from the community, and reputation of the Foundation and school; (x) shall perform duties and decisions to facilitate the Foundation and school in its mission in accordance with these bylaws; (xi) give appropriate consultation to the Executive Board to provide insight into the financial, legal, academic, operational, facility, human resources, and other aspects in regards to the Foundation and charter school; and (xii) Perform other duties as from time to time may be assigned by the Executive Board or Chairman.

No Board member (including the CEO) shall have any relationships by consanguinity or affinity to the 3rd degree among each other. If an upper level staff member of the Foundation or Charter School (Chief Financial Officer, Chief of Curriculum and Instruction, etc.) is being considered for a position in the school, the Board will serve and be responsible for their selection, evaluation, and will be that position's supervisor. This consideration should only be utilized if the applicant has outstanding qualifications, expertise, and credentials to serve in a particular role and shall be exception and not the norm. If this occurs, the Board members and this new position being evaluated by Board shall also not have any relationships by consanguinity or affinity to the 3rd degree among each other.

NARRATIVE (2) - Applicants with a sponsoring entity who is a current grantee/sub-grantee of a state and(or) federal grant must provide: (a) names of all currently awarded grants; (b) contact information; and (c) nature of awarded grant(s). *All other applicants skip this narrative and proceed to the narrative below.*

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE

NARRATIVE (3) - Applicants with a sponsoring entity who has been subject to investigation for grant mismanagement within the last 5 years must provide: (a) names of all applicable grants; (b) contact information; and (c) result/status of investigation. *All other applicants skip this narrative and proceed to the next page.*

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE

DIRECTIONS: This page is ONLY for applicants who propose the creation of a secondary board during the initial charter contract period. The term “**Secondary Board**” refers to a body that will provide advice on various aspects of charter/campus management or conduct assignable duties by the Board of Directors. All other applicants should check the “no” box and proceed to the next page.

Will the applicant maintain a Secondary Board? *If no, check “no” and skip this page* Yes No

Number of proposed board members?

How often will the Secondary Board meet with the Board of Directors in-person?
Choose all that apply

Weekly Other

Bi-Weekly

Monthly

Quarterly

Annually

ATTACHMENT REMINDER - G4 Board Member Biographical Affidavit Form

NARRATIVE -
Describe the role and duties of the Secondary Board.

EVALUTATION CRITERIA

A response that meets the standard will address:

- Provide a clear list of the secondary board members and their roles on the board.
- Discuss member selection criteria and how it aligns with the schools mission, vision, and student needs.

DIRECTIONS: ALL applicants must provide information below on projected expenses for start-up year zero. The term "Start-Up Year Zero" refers to the planning year prior to serving students. For a list of specific activities that make up each financial projection below, please refer to the start-up tab located in the Financial Plan Workbook. Applicants should make sure that the projections below match any budgeted items in the Financial Plan Workbook.

What are the <i>expected personnel</i> costs for the start-up year zero?	0
What are the <i>expected contracted service</i> costs for the start-up year zero?	0
What are the <i>expected school operation</i> costs for the start-up year zero?	102,650
What are the <i>expected facility operation and maintenance</i> costs for the start-up year zero?	6,000

NARRATIVE (1) -

Describe the anticipated expenses that will be incurred during the budget start-up year zero, prior to the first day of serving students.

NARRATIVE (2) -

Discuss any sources of funding that will be utilized to meet budget start-up year zero expenses.

Press to Input Narrative Response

EVALUATION CRITERIA

A response that meets the standard will:

- Provide only funding/revenue sources that can be fully supported by Verifiable Proof of Secured Funds documentation.
- Present revenues that cover expenditures.
- Present start-up timeframes that are consistent with any and all other timeframes within the application.
- Ensure all start-up expenses and revenues are congruent with the financial workbook.
- Establish and detail contingencies if funding is not as anticipated.

NARRATIVE (1) - Describe the anticipated expenses that will be incurred during the budget start-up year zero, prior to the first day of serving students.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

The anticipated fiscal school year for Arête Kaizen Foundation is July-1-2017 thru June-30-2018. The months prior to the fiscal school year we consider start-up which consists of the Superintendent and one other Administrative staff member. They are volunteering their time and handling all job duties themselves, therefore no personnel costs exist.

Accounting/Audit and Legal– we do not anticipate using prior to the start-up year therefore we did not include this expense in start-up year zero.

Management Company Fee – Not Applicable

Nurse Services – Not Applicable

Food Service and School lunch – Not Applicable

Payroll Services - will not be necessary prior to fiscal school year and have not been included in start-up expenses.

Special Education Services – TBD

Titlement Services – Not Applicable

What are the expected school operation costs for the start-up year zero?

While all office and classroom supplies, materials, furniture and technology equipment are necessary start-up expenses.

Arête Kaizen Foundation will determine what is necessary to prior to the fiscal year while other school operation expenses will be placed on hold until after the start-up year.

What is the expected facility operation and maintenance costs for the start-up year zero?

Arête Kaizen Foundation has figured start-up cost at a total of \$29,001

Building rent for one month is \$8,500x 3=\$25,500 while utilities for one month is \$1,167x3=\$3,501.

All facility operation and maintenance expenses will be expensed after the start-up time frame.

NARRATIVE (2) - Discuss any sources of funding that will be utilized to meet budget start-up year zero expenses.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

The CEO pledges \$5,000 in 2016 if the Foundation is award a charter. Other individual philanthropists the Board as spoken to has also pledged a substantial amount of funds verbally contingent if the Charter Proposal is awarded. The funding at this point is slightly above \$50,000 on verbal agreements. Once approved, these will turn into real dollars. More funding raising, donor pledging, and other activities will begin after this charter application process is submitted and complete.

DIRECTIONS: ALL applicants must provide information below about projected source(s) of funding. The term “initial contract period” refers to the period of time to which a charter is authorized to operate. The term “collected” refers to any transfer of property [monetary or otherwise] that was gifted to the applicant prior to submitting this application *ex. Cash, check, delivered furniture etc.* The term “firm commitment” refers to any donation [monetary or otherwise] that has been promised but not yet transferred. The term “anticipated” refers to any donation [monetary or otherwise] that has been calculated on the reasonable belief that a donation will transpire at some point in the future. The term “contingent upon charter” refers to a donation [monetary or otherwise] that has been promised but will not be transferred until the applicant is awarded a charter.

What is the cumulative amount of donations COLLECTED?

How many donors reflect this amount?

What is the cumulative amount of donations received with a FIRM COMMITMENT ?

How many donors reflect this amount?

What is the cumulative amount of all other donations ANTICIPATED?

How many donors reflect this amount?

What is the cumulative amount of donations CONTINGENT UPON CHARTER ?

How many donors reflect this amount?

NARRATIVE (1) - Explain the source of funds, property, or other resources expected to be available during the initial charter contract period. Including banks, lending institutions, corporations, foundations, grants, etc.

NARRATIVE (2) - Detail plans for meeting financial needs if the anticipated revenues are not received or are lower than the estimated budget.

Press to Input Narrative Response

EVALUATION CRITERIA

A response that meets the standard will:

- Present expenditures that cover the Educational Plan, Operational Plan, and all Business Operations that are discussed in the application.
- Present *Average Daily Attendance (ADA)* estimates that are congruent with the estimated student demographics, count, and grade level.
- Present revenues that cover expenditures.
- Include specific calculations for revenues, expenses, and how all amounts were derived.
- Clearly describe all sources of costs and repayment terms for operational revenue that is used to pay for expenses incurred during the start-up period, if any.
- Ensure all amounts are congruent with the financial workbook.
- Establish clear contingencies if funding is not as anticipated.

NARRATIVE(1) - Explain the source of funds, property, or other resources expected to be available during the initial charter contract period. Including banks, lending institutions, corporations, foundations, grants, etc.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

Budget Narrative for years 1-5 for Arête and Kaizen Foundation

Student enrollment

Arête and Kaizen Foundation estimates a starting enrollment of 900 for its three campuses.

900 X \$5,600 (per student) = \$5,040,000

Staff Salaries and Benefits

Salaries are based on the average instructional and non-instructional of other independent school districts in the area (Garland, Plano, Richardson, Wylie and Mesquite). Per the Financial Plan workbook we factored in a one percent pay increase for year two, increasing to two percent for years three and four, and three percent in year five. Although pay increases were factored in, we expect fluctuation in our numbers due to staff turnover. As our school grows we will experience growing pains and expect staff turnover. Due to staff turnover we find that salaries will not change much.

As Arête and Kaizen Foundation grows, we will devise a plan to be competitive in both salaries and benefits to recruit the best teachers for our schools. We did not budget for social security benefits. However, we will pay 1.45 % in Medicare, 0.75% in State Unemployment and 0.90% in Worker’s Compensation in total salaries. While offering to pay \$275 towards health insurance for each full time employee who chose to accept coverage at a rate of 0.81%. As well as contribute 1.50% towards retirement/TRS.

These numbers are a rough estimate and are subject to change as we anticipate will happen during the first few years of growth and change.

Contract Services

Arête and Kaizen Foundation roughly anticipated \$12,000 for Accounting/Audit. Keeping in mind we are a new charter school, we expect the audit process will require review of all records from start of the fiscal year to the end of fiscal school year. With succeeding fiscal school years fees decreasing. While we budgeted \$10,000 for legal fees as a precautionary, we do not anticipate any issues. At this time no fees exist for a management company. Each campus has budget for one part-time nurse. The nurse position will transition to full time as the Arête and Kaizen Foundation grows in the upcoming years. No budget for Food services or school lunches since students will not be attending classes all day.

School Operations

Board – Since our members are volunteering their services we did not set a budget as we do not anticipate any expenses.

Classroom teaching supplies and materials – a budget of \$15,000 (\$5,000 per campus) to purchase items such as a staplers, tape dispenser and other/or supply needs. This budget will be adjusted each year. As campuses needs are met, we figure this expense to decrease as some items will not need to be purchased each year but replaced over time.

Special Ed Supplies and Materials – TBD

Textbooks and Workbooks – Not Applicable, as we do not foresee using workbooks and textbooks at this time.

Supplies and Other Material – Arête Kaizen Foundation has budgeted \$60,000 for Curriculum (\$20,000 per campus) as we plan on using Project Basle Learning or Flipped Classroom for instructional learning.

(Which program and needs more details as to estimated cost. Also expenses will decrease each year)

Equipment and Furniture – For teachers, students, and administration

Teacher Administration Desks = \$6,600 (20x \$330)

Teacher Administration Chairs = \$ 1,200 (20x\$60)

Student Chairs = \$8,990 (290x\$31)

Student desks = \$34,800 (290x\$120)

Mobile White Boards = \$6,000 (16x\$375)

Computer Lab Furniture one per campus (each holds 20 students) = \$7,560 (3 labsx\$2,520)

Above expenses will decrease in years two and three as we would not need to purchase a large volume of equipment but only need to replace equipment

Telephone- TBD

Technology - For teachers, students, and administration

Computer Lab Equipment (each holds 20 students) = Desk top computers \$45,000 (60x\$750)

Administrative Staff (for three campuses) = \$22,500 (30x\$750)

Above expenses will decrease in years two and three however, expenses would increase in year five as we would need to start replacing computers. Arête kaizen Foundation would place all computers on a rotation schedule of five years.

Student Testing and Assessment – TBD

Field Trips – Students are not full days so no trips required.

Transportation – Not Applicable

Students Services - TBD

Office Expenses – Budgeted \$10,000 for copiers and other discretionary needs.

Staff Development – TBD, fees can be allocated out of discretionary funds.

Staff Recruitment – Not applicable

Student Recruitment and Marketing - Not applicable at this time.

School Meals and Lunch – Meals will not be offered

Travel (staff) – Training as determine by Arête kaizen Foundation

Fundraising – Not applicable

Custom Operations #1 - Not applicable

Custom Operations #2 - Not applicable

Custom Operations #3 – Not applicable

Facility Operation and Maintenance

Insurance – Property insurance and liability included in building fees.

Janitorial Services – Arête Kaizen Foundation will be providing this service daily.

Building and Land Rent – Rent is figured at \$306,000 (3x\$102,000)

Repairs and Maintenance – Provided by building landlord

Security Services – Provided by Arête Kaizen Foundation (IE Principal)

Utilities - \$42,000 (3x\$14,000)

Depreciation and Amortization – Not applicable

NARRATIVE (2) - Detail plans for meeting financial needs if the anticipated revenues are not received or are lower than the estimated budget.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

Arête Kaizen Foundation will review its expenses and begin to reduce in the area of supplies and materials. We would also review our non-instructional staff and reduce staffing as deemed necessary.

DIRECTION: This page is ONLY for applicants who propose to contract specific services to third-parties during the initial charter contract period. The term “**management company**” refers to person or entity, other than a charter holder, who provides services for an open-enrollment charter school.

Does the applicant plan to outsource services to a management company or **other** service provider? Yes No
If no, check “no” and skip this page.

What area(s) of service will be outsourced?
Check all that apply

<input type="checkbox"/> Human Resources	<i>Beginning in Year</i>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<input type="checkbox"/> Food Services	<i>Beginning in Year</i>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<input type="checkbox"/> Transportation	<i>Beginning in Year</i>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<input type="checkbox"/> Janitorial and Grounds	<i>Beginning in Year</i>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<input type="checkbox"/> Other						

Does the applicant plan to negotiate service agreements with any organization(s) and/or individuals(s) that will include any form of financial accounting, payroll, and/or tax accounting services? Yes No

Beginning in Year NA 1 2 3 4 5

Briefly describe the fee structure of the CMO contract.

NARRATIVE:
 Identify each provider and detail what their respective roles and duties will be.

EVALUATION CRITERIA

A response that meets the standard will:

- Rationalize the need for each proposed service.
- Discuss the professional qualifications that are required and expected of those to be retained for each service proposed.
- Detail specific sources of costs of each proposed service.
- Present costs that are congruent with the financial workbook.
- Indicate whether the applicant will adopt the provisions of TEC, Chapter 44 Subchapter B as the process for awarding a contract for the construction, repair, or renovation of a structure or other improvement or addition to real property in the charter application.

Provide the following:

The *Proof of Attendance* documentation received at the conclusion of the Applicant Information Session attended in September. Applicants who attended both sessions need only submit one document.

TEA hosted identical Applicant Information Sessions on September 16 and 22, 2015, of which applicants were required to attend one. Each session provided details about applying for and holding a charter in the state of Texas, the contents of the RFA documents, the application preparation guidelines and submission requirements for both electronic and hard copy application documents. Attendees received a *Proof of Attendance* document at the conclusion of each session.

For an application to be deemed complete, at least one member of the governing board of the sponsoring entity requesting the charter **must** have attended one of the sessions. It was recommended that the person(s) with primary responsibility for preparing and submitting the application also attend one of these required information sessions.

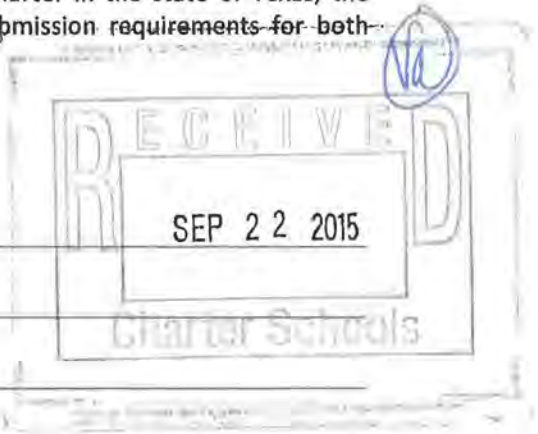
Texas Education Agency
Division of Charter School Administration
Generation Twenty-One Applicant Information Session Registration Form

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

Attendance by one governing board member of the sponsoring entity is required to attend one of the two sessions. Proof of attendance will be provided to attendees for inclusion as attachment A1 in the submitted application.

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

Paper copies of the RFA will NOT be made available.



Proposed Charter School Name: Arête and Kaizen Academy

Sponsoring Entity Name: Arête and Kaizen Foundation

Application Contact Name: Vincent Garcia

Title/Role: CEO/Superintendent

Email: info@areteandkaizen.org

Phone: 214-499-6951

Board Member Attending: Melissa Martinez

Melissa Martinez

~~Board Member Attending:~~

CEO

Vincent Garcia - Vincent Garcia

Board Member Attending: _____

Board Member Attending: _____

Board Member Attending: _____

Date of Session: Wednesday, September 16, 2015, 9:00 a.m. - 1:00 p.m.

Tuesday, September 22, 2015, 9:00 a.m. - 1:00 p.m.

Submit the completed form at least 24 hours prior to the session indicated above to
charterapplication@tea.state.tx.us.

If you have any questions about the sessions or registration, please contact Rick Salvo at 512-463-9789
or rick.salvo@tea.state.tx.us.

Division of Charter School Administration

**Generation Twenty-One
Applicant Information Session**

September 22, 2015

Please **PRINT** the following information:

Proposed Charter School Name	Arête and Kaizen Academy
Sponsoring Entity Name	Arête and Kaizen Foundation
Contact Person Name	Vincent Garcia
Phone number	214-499-6951
Mailing Address	2407 Ridgecrest Dr.
City and Zip Code	Garland, TX 75041
EMAIL ADDRESS	info@areteandkaizen.org

Names of board members representing the sponsoring entity:

PRINT	SIGN	Role/Title
Melissa Martinez	Melissa Martinez	Board Member - Academic Director

Other representatives in attendance for the proposed school:

PRINT	SIGN	Role/Title
Vincent Garcia	Vincent Garcia	CEO

Provide the following:

The actual posting as printed in the newspaper along with the header of the page printed at the top of the newsprint indicating the name of the paper and date published.

Each notice shall include:

- the proposed school/campus name;
- the sponsoring entity name;
- date, time, and place of meeting; and
- the names of all sponsoring entity board members.

Applicants must hold a public hearing in the proposed charter school's campus' geographic area to publicly discuss the application for the charter school. This hearing must take place no earlier than 18 months before the charter application due date. Any person may be present at and participate in the meeting.

The applicant shall publish a notice of the meeting in a newspaper of general distribution in the geographic area proposed for the school.

- Any application that only provides evidence of notices from circular publications offered for free (such as neighborhood-specific flyers, including but not limited to, the GreenSheet) will be deemed ineligible as these publications are considered newspapers of deminimus distribution.
- Any application that only provides evidence of publication in electronic media will be deemed ineligible.

Legal Notices

capitalized Bonds, to be issued in an aggregate principal amount not to exceed \$6,000,000 by the Northeast Higher Education Finance Corporation. The proceeds of the Bonds will be loaned to Eagle Advantage Schools, Inc., a Texas nonprofit corporation (the "Borrower"), for the following purposes: (a) financing costs for the acquisition, construction, renovation and/or equipment of a building to be used for a new school to be located at 4221 S. Walton Walker Blvd., Dallas, Texas 75236; (b) financing costs for the construction, renovation and/or equipment of the 9-12 campus, located at 300 W. Pioneer Parkway, Grand Prairie, Texas 75051; (c) financing the cost of acquiring school buses; (d) funding a debt service reserve fund; and (e) paying a portion of the costs of issuance of the Bonds. The Project will be owned and operated by the Borrower. The Bonds are not payable out of taxes

Legal Notices

and are secured by and payable solely from funds provided by the Borrower.

The public hearing will be conducted by Ted Christensen or his designee (the Hearing Officer). All interested persons are invited to attend such public hearing to express their views with respect to the above-described project and the Bonds. Any interested persons unable to attend the hearing may submit their views in writing to the Hearing Officer prior to the date scheduled for the hearing at fax number (817) 498-8477. This notice is published and the hearing is held in satisfaction of the requirements of Section 147(i) of the Internal Revenue Code of 1986, as amended.

Watch news happen.

dallasnews.com

Legal Notices

Public Meeting

Information about a charter school: Arête & Koizen Academy
 Oct. 14 & 19, 600 Vanessa Link, Wylie, 08am
 Oct. 28, 1301 Carter Rd., Plano, 9a-3pm
 Arête & Koizen Foundation Board: Brady Burns-Chairman, Jake Lease-V. Chairman, Travis Hintze-Secretary, Luiso Frijas-Treasurer, Melissa Martinez-Academic Director, Vincent Garcia-CEO, 214-792-2951, info@areteandkoizen.org

Legal Notices

An open invitation for community residents to attend on Tuesday, October 20, 2015, DELL Academy Charter School meeting will be held at the University of North Texas, Dallas campus, 700 University Hills Blvd., Dallas 75241, classroom 101, 6 p.m. - 7:30 p.m. The topic of this meeting will be educating our youth. We want to hear your ideas!

Legal Notices

Application has been made with the Texas Alcoholic Beverage Commission for a Mixed Beverage Restaurant Permit with FP(RM) by SRG NOLA-DALLAS, LLC dba NOLA Brasserie to be located at 1201 Main St., Suite S100, Dallas County, Texas. Officer of said corporation is Elie Khoury, its Manager.

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AFFIDAVIT OF PUBLICATION

STATE OF TEXAS

COUNTY OF DALLAS

Before me, a Notary Public in and for Dallas County, this day personally appeared
Monetta Harrison, Advertising Representative for The Dallas Morning News, being duly
sworn by oath, states the attached advertisement of:

ARETE AND KAIZEN FOUNDATION

Was published in the Dallas Morning News on:

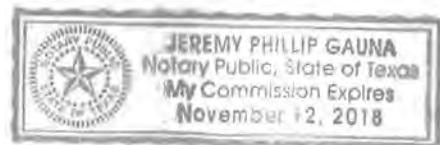
October 14, 2015


(Monetta Harrison)

Sworn to and subscribed before me this

October 14, 2015


(Notary Public)



Legal Notices

CITATION BY PUBLICATION

The State of Texas, THE UNKNOWN HEIRS OF JESSE GREEN, DECEASED, Greenwood, Texas, is the Petitioner in the above captioned cause.

You are each hereby notified that a hearing will be held at 10:00 o'clock a.m. on the 14th day of November, 2015, at the Dallas District Court, Room 2A, 12001 North Central Expressway, Suite 2100, Dallas, Texas 75243, to consider the proposed sale of the property being sold.

The name and address of the attorney for Plaintiff is Sarah J. Minton, 2221 North Loop West, Suite 100, Austin, Texas 78701-1244.

CONFIRMATION (ACCIDENT)

STATEMENT

The State of Texas filed a Petition for Confirmation with the Judge of the County Court at Law No. Three (3), of Dallas County, Texas, on the 3rd day of June, 2015, in Cause No. CC-13-0273-C, which is styled The State of Texas v. The Unknown Heirs of Jesse Green, Deceased, et al. The Plaintiff is the State of Texas. The Defendants are: THE UNKNOWN HEIRS OF JESSE GREEN, DECEASED and EVERETT LEWIS GREEN, A SINGLE MAN.

The name and address of the attorney for Plaintiff is Sarah J. Minton, 2221 North Loop West, Suite 100, Austin, Texas 78701-1244.

This suit is an eminent domain proceeding in which the State of Texas is condemning a tract of land located in Dallas County, Texas, containing 11 square foot tract of land, situated in the J.M. Everett Survey, Abstract No. 243, City of Dallas, Dallas County, Texas, and lying in Block No. 373B (official City of Dallas Block Number), being part of Lot 1 at the Ervay Caddis Addition, and addition to the City of Dallas, Texas as recorded in Volume 1, Page 419 of the Map Records of Dallas County, Texas and being part of the property conveyed to Jesse Green and wife, Delvora Green by Warranty Deed recorded in Volume 485, Page 274 of the Map Records of Dallas County, Texas (D.E.D.C.T.), such property being fully described in Exhibit "A" attached to Plaintiff's Petition for Confirmation filed under the above referenced cause number.

The interests of these Defendants are that they either own or claim an interest in said property, subject to unpaid accrued taxes.

You are further notified that you may appear at the hearing before the Special Commissioners and present evidence you desire on the issue of damages to be assessed against the State. If you do not appear at the hearing, the Special Commissioners may proceed to assess the damages of the owner of the property being condemned.

If this citation is not served within ninety days after the date of its issuance, it shall be returned unserved. The officer executing this process shall personally execute the same according to law, and make due return as the law directs. Plaintiff's attorney SARAH J. MINTON TRANSPORTATION DIVISION, P.O. BOX 12544, AUSTIN, TX 78713-2544.

HEREIN FAIL NOT, but if this will prove true as the law requires. WITNESS: JOHN F. WARREN, Clerk of the County Court of Dallas County, Texas, on the 14th day of October, 2015.

J. George Allen, Commissioner, 600 Commerce Street, Dallas, Texas 75202. GIVEN UNDER MY HAND AND SEAL OF OFFICE, at Dallas, Texas, this 14th day of September, 2015 A.D.

JOHN F. WARREN, Clerk of the County Court of Dallas County, P.O. Box 12544, Austin, Texas 78713.

NOTICE OF PUBLIC HEARING

NORTHEAST HIGHER EDUCATION FINANCE CORPORATION EDUCATION REVENUE BONDS, SERIES 2015A AND SERIES 2015B (EAGLE ADVANTAGE SCHOOLS, INC.)

Notice is hereby given of a public hearing to be held on behalf of the Northeast Higher Education Finance Corporation on October 21, 2015, at 2:00 p.m. at the Lincoln Training Center, 434 W. Whitlock Road, Duncanville, Texas 75116, with respect to the

proposed Bonds to be issued in an aggregate principal amount not to exceed \$4,000,000 by the Northeast Higher Education Finance Corporation. The proceeds of the Bonds will be loaned to Eagle Advantage Schools, Inc., a Texas nonprofit corporation. The proceeds of the Bonds will be loaned to Eagle Advantage Schools, Inc., a Texas nonprofit corporation, for the following purposes: (a) financing costs for the acquisition, construction, renovation and/or equipment of a building to be used for a new school to be located at 437 E. North Walker Blvd., Dallas, Texas 75246; (b) financing costs for the construction, renovation and/or equipment of the 972 campus located at 300 W. Pioneer Parkway, Grand Prairie, Texas 75057; (c) financing the cost of acquiring school buses; (d) funding a debt service reserve fund; and (e) paying a portion of the costs of issuance of the Bonds. The Bonds will be owned and operated by the Borrower. The Bonds are not payable out of taxes

and are secured by this probable solely from funds provided by the Borrower. The public hearing will be conducted by Ted Christensen or his designee, the hearing officer. All interested persons are invited to attend such public hearing to express their views with respect to the above-described project and the Bonds. Any interested persons unable to attend the hearing may submit their views in writing to the hearing officer prior to the date scheduled for the hearing of the number (817) 481-5477. This notice is published and the hearing is held in satisfaction of the requirements of Section 147.01 of the Internal Revenue Code of 1986, as amended.

Public Hearing

Information about a public hearing is available at: Eagle Advantage Schools, Inc., 437 E. North Walker Blvd., Dallas, Texas 75246. Hearing Officer: Ted Christensen or his designee. Hearing Date: October 21, 2015, at 2:00 p.m. at the Lincoln Training Center, 434 W. Whitlock Road, Duncanville, Texas 75116. For more information, contact Ted Christensen at (817) 481-5477.

Interested persons unable to attend the hearing may submit their views in writing to the hearing officer prior to the date scheduled for the hearing of the number (817) 481-5477. This notice is published and the hearing is held in satisfaction of the requirements of Section 147.01 of the Internal Revenue Code of 1986, as amended.

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Legal Notices

Information about a public hearing is available at: Eagle Advantage Schools, Inc., 437 E. North Walker Blvd., Dallas, Texas 75246. Hearing Officer: Ted Christensen or his designee. Hearing Date: October 21, 2015, at 2:00 p.m. at the Lincoln Training Center, 434 W. Whitlock Road, Duncanville, Texas 75116. For more information, contact Ted Christensen at (817) 481-5477.

Legal Notices

All open petitions for community residents to attend on Tuesday, October 20, 2015, 6:00 p.m. at the University of North Texas, 730 University Hills Blvd., Denton, Texas 76243, concerning the 2015-2016 fiscal year. The date of this meeting will be published in the Dallas Morning News.

Legal Notices

Application has been made with the Texas Alcoholic Beverage Commission for a Mixed Beverage Restaurant Permit with FP(RM) by SRG-NOLA-DALLAS, LLC dba NOLA Brasserie to be located at 1201 Main St., Suite 5100, Dallas County, Texas. Officer of said corporation is Ella Khoury, its Manager.

Legal Notices

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Provide the following:

A synopsis of the public meeting that identifies presenters, provides a summary of their comments, and a list of questions from participants with responses provided by the presenters. Additionally, provide the number of community members, not affiliated in any way with the sponsoring entity or the proposed charter school, who attended the public hearing. Do **not** include slides of the presentation, a transcript of the proceedings, photographs, or sign in sheets that could identify a student or violate any part of the Family Educational Rights and Privacy Act (FERPA).



Public Meeting Synopsis

Date: October 14th, 2015
Location: Dance Company of Wylie
800 Vanessa, Suite A
Wylie, Texas 75098
Time: 6:00 pm

Presenters: Vincent Garcia
Reyna Sotelo

Presentation: Introduction of Presenters
Discuss Arête and Kaizen Foundation;
Board Members
Purpose, Mission, Vision of the Foundation
Goals
Types of Education – Traditional Schools, Private Schools, Charter Schools
Public Choice
State support versus support from tuition
Similarities, Differences, and Commonalities, Pros, and Cons of all choices
Arête and Kaizen Academy proposal:
Free
Public Education, School Choice
Credit for grade level
Approval Process from TEA
Enrollment drives funding
Educational of Whole Student
Focus on academics and Art
Student determination, self-discipline, artistic discipline
Dance, Athlete Performance, Leadership/Entrepreneurship
Project Based Learning
Flipped Classroom Model
University Model of Education similarities
Question & Answer
Discussion about community needs and other areas



Public Meeting Question and Answer

Date: October 14th, 2015
Location: Dance Company of Wylie

Community Count: **36**

Question Does a charter school take away money from a regular district?

Response In a way, yes. Both the Charter and traditional ISDs are funded based on enrollment. Charter districts do not receive an Maintenance and Operation funds (M&O) so in that area, no money is taken away from the district. During the application process, all traditional school districts and charter districts are sent notice, Impact Forms, letting them know of the proposal of a charter school in their geographical boundaries so they can appeal to TEA if they believe it will impact them in financially negative way that may negatively impact their students.

Question Discuss the flipped classroom model, how does that work with technology?

Response Students will be able to utilize Bring Your Own Device at home, by using a tablet, ipad, laptop, or desktop computing device to become familiar with initial instruction. If they do not have access to these devices, the foundation and school should have some that can lent, given, rented, or purchased depending on the partnerships established in 2016.

Question What is the magic number on the classroom? / What number are you looking to have for each grade level or section?

Response The Charter school hopes to achieve between 16-20 students per teacher classroom ratio. The State mandated that traditional ISDs follow no more than 22-1 rule, the Charter will indicate no more than 21 per classroom, research states that smaller class sizes are effective up until 13 students per classroom, and the initial budget will be derived with a projection of 15 students per classroom. For budgetary reasons, the state utilizes an 80% attendance average, whereas, the first 10 students in the classroom basically cover the teacher salary, then next few students will be allotted for facility rental, utility, and rent, and the next few for central staff, resources, and materials.

Question What grades are being considered?



Response Currently, we are focusing on using a 1st through 5th grade model. The will allow the school to start a strong foundation in academics and arts to educate the whole child in a balanced manner. [After this initial meeting, during the time before 2nd meeting, the board, CEO, and presenter discussed the needs being described and changed the grade levels to 3rd grade to 8th grade to meet the needs of the community. The second and third public meeting addressed this change and it was later communicated to the community who attended the first meeting].

Question Where will the schools be located?

Response The Foundation is applying to open three Academies during the initial year. The Academies are projected to be located at: Wylie and Sachse area focusing on performing arts and dance; north Plano/Allen/McKinney area to focus on athletics and Pan-American sports; and North Dallas, Richardson, Mesquite area to focus on Leadership/Entrepreneurship.

Question How did you choose which area will have a certain focus?

Response The elite level dance studios and competitions that are organized in the Wylie area established a community need and has been reinforced. Several gymnastics at the Olympic level have trained in Plano, the Plano Sports Association has a massive community, Plano hosts a Hockey Team, and Frisco sponsors multiple sports and has teams in the Football, Soccer, and Baseball groups as well as a strong Amateur Athletic Union (AAU) presence. The Dallas and the Downtown areas support small business and leadership endeavors as well are underserved in providing low-income students with leadership opportunities.

Question Is the focus of each art emphasis going to be provided by the school?

Response Yes. The students who are enrolled in each Academy will have the opportunity to be trained, for free, and participate in that specific artistic passion and discipline. If a parent/student desires to continue to be trained by a different provider, that option is available to them when the student is not receiving academic instruction. Parents are welcomed to have their student attend the academic instruction time and provide their artistic training at a different and unaffiliated location.

Question Will the schools be able to do projects together?

Response Yes. The schools will have their technology space linked in a variety of ways so they can collaborate across campuses and not be limited to interacting only with the students at their specific campus.



- Question: My children are older, can older grades be added? I love the option of this choice.
- Response: At this time, we are proposing to offer a K-5th program at the Charter School. If a community need arises, this idea will be revisited to consider adding additional higher grades.
- Question: From my experience, parents start looking for public options at the 5th grade, will having higher grades be an option in the future or added in now?
- Response: Yes, the future options are completely open for additional grades. The charter application will provide direction and detail how the current educational program will be implemented. For additional grades to be added, another application will be completed.
- Question: Can you use a 'Connections' program on site?
- Response: No. The Charter School Subchapter D guidelines prevent a virtual online program to be the sole curriculum for a proposed charter school. Also, the Foundation believes that the highest and most important component in the education of a child is their student's teacher. If the teacher is removed from the equation, their academics will negatively suffer.
- Question: How many of these meetings will be held?
- Response: Three public meetings will be held. Two at this location with this meeting be the first. The next meeting will be on Monday, October 19th. The third and final meeting will be at 1301 Custer Rd, #515, Plano Texas at 6:30.
- Question: Can the schools have different names?
- Response: Each school will have a specific identifier – Arête and Kaizen Academy Wylie, or, Arête and Kaizen Academy for the Performing Arts.
- Question: Timing, my daughter will be a freshman in two years, any options for her?
- Response: At this point, unfortunately, no. According to the timeline set by TEA, this application is due on Monday, Nov 2nd, by 5pm, in Austin Texas. Final approval will be in early fall 2016 with an open date for students being the Fall 2017.



- Question I have heard of a preconception that charters are struggling, is this true?
- Response At times, some charter schools have struggled. The two main reasons that I am aware of include a lack or misuse or managing of funding, or, poor academics and instruction. With every central office prospective staff member, we have all come from campus leadership positions. A few of these people have doctoral degrees and most of them have at least a master's degree. The management of funds will be ultimately accountable by the CEO who has a Superintends license awarded by the state of Texas. The future CFO will initially help create and manage the budget but with controlled oversight by the superintendent and a review by the Foundation Board.
- Question You offer four hour instructional days, what is the flexibility in terms of am versus pm?
- Response The am and pm academic times will vary upon need. Some students, due to their schedule or competition timeline will prefer the morning or afternoon. Under either condition, the attendance, or lack thereof, will play a factor in determining which section schedule will be offered to the student.
- Question Would you be willing to start now with a k-12 program? Volunteer based with current parents that home school their children?
- Response At this point, any type of educational model implemented under the direction and guidance of the 501c3 nonprofit will be granted upon the approval of its board.
- Question Have you considered using the model like The Rock Conservatory in a study hall manner utilizing the Flipped Classroom model?
- Response The Conservatory paradigm being reflected upon is a private school model and very select-full among high socio-economic status. Somethings are similar, but many areas are different.
- Question In the Plano area, have you participated with AAU Basketball?
- Response Several partnerships are currently being discussed and will be underway. Up until this point, the financial support, donations, have been low in due to focusing on other areas. This project has been unequally balanced in creating a sound and high quality application and educational program and less, honestly, insufficient time in soliciting donations and financial support as well other partnerships amongst the geographical areas.



Question Will the school provide transportation?

Response Currently, there are no plans to provide transportation.



Public Meeting Synopsis

- Date: October 19th, 2015
- Location: Dance Company of Wylie
800 Vanessa, Suite A
Wylie, Texas 75098
- Time: 6:00 pm
- Presenters: Vincent Garcia
Reyna Sotelo
- Presentation: Introduction of Presenters
Discuss Arête and Kaizen Foundation;
Board Members
Purpose, Mission, Vision of the Foundation
Goals
Types of Education – Traditional Schools, Private Schools, Charter Schools
Public Choice
State support versus support from tuition
Similarities, Differences, and Commonalities, Pros, and Cons of all choices
Arête and Kaizen Academy proposal:
Free
Public Education, School Choice
Credit for grade level
Approval Process from TEA
Enrollment drives funding
Educational of Whole Student
Focus on academics and Art
Student determination, self-discipline, artistic discipline
Dance, Athlete Performance, Leadership/Entrepreneurship
Project Based Learning
Flipped Classroom Model
University Model of Education similarities
Question & Answer
Discussion about community needs and other areas



Public Meeting Question and Answer

Date: October 19th, 2015
Location: Dance Company of Wylie

Community Count: **18**

Question Can you talk more about the PBL [Project Based Learning] Model?

Answer Project Based Learning focuses on the application and higher levels of thinking. PBL translates the learning of facts and knowledge into the application of processes and real world problems that need critical and creative solutions.

Question Where would the campuses be?

Answer The Foundation is applying to open three Academies during the initial year. The Academies are projected to be located at: Wylie and Sachse area focusing on performing arts and dance; north Plano/Allen/McKinney area to focus on athletics and Pan-American sports; and North Dallas, Richardson, Mesquite area to focus on Leadership/Entrepreneurship.

Question When will the charter school open?

Answer According to the timeline set by TEA, this application is due on Monday, Nov 2nd, by 5pm, in Austin Texas. The nonprofit will receive notice if they application moves to an external review process. If it passes the 2nd phase, the next phase will be interviews in Austin, Texas. Final approval will be in early fall 2016 with an open date for students being the Fall 2017.

Question How will the grade levels be divided in the campus?

Answer The campus will have 3rd through 7th grade the first year, and then offer 8th grade the following year. Each grade level will have its own section with a possibility of 2 sections per grade. If needed, and smaller sections of 9 students or less, than two grade levels might be combined to reach 15 students but not more than 21 and will still be taught and applying standards that are reflective of the TEKs of their corresponding grade level.



Question Would grade levels be combined?

Answer *Two similar questions back to back. Reiterated the second half of the response, assumed the previous answer might not have had the attention of the community member who asked the question. * The campus will have 3rd through 7th grade the first year, and then offer 8th grade the following year. Each grade level will have its own section with a possibility of 2 sections per grade. If needed, and smaller sections of 9 students or less, than two grade levels might be combined to reach 15 students but not more than 21 and will still be taught and applying standards that are reflective of the TEKS of their corresponding grade level.

Question How does TRS [Teacher Retirement System] work in the charter system?

Answer The Charter School system is approved by TEA as a functioning public school choice. Since it has the title of a public education institution, then employees will contribute to TRS and be eligible for TRS benefits when they meet the criteria just as they would in traditional ISDs. Included, they are also eligible for the same type of health benefit options as traditional ISDs and we are currently working on a budget that contributes a portion of the healthcare costs for each employee.

Question When can enrollment start?

Answer Once the Charter is approved, we are projecting to have enrollment open June 1st of 2017. If there are more enrollments than open seats for a particular grade level, then the lottery will be held around the middle of August and parents will be notified if their child is accepted or placed on a waiting list.

Question What if you had two children in two different areas of artistic ambition and interest?

Answer Unfortunately, due to budget constraints, the current model will utilize a specific artistic focus at each school. However, after the instructional day has ended, the students can be picked up and taken to another location for their artistic training, and if they would like to, they can attend another Arête and Kaizen Academy for their specific focus if they are siblings with two different passions. If there is evidence of a community need and enrollment support, later situations may allow for multiple artistic focuses at different academies.

Question What if the student is not currently have a high level passionate discipline?

Answer Charters are open enrollment schools to meet the needs of a community. If there is an open seat, if a student applies and enrolls in the Academy, then they will be accepted.



We will market and focus on students who have artistic passion but the Charter will be available to all students.

Question Have you considered a community partnership?

Answer The focus of the last 10 months has been on developing a quality educational program. The partnerships with other organizations and companies have not been focused on. If we are denied a charter during this application process, the next 12 months will be focused on partnerships, funding, and donations.

Question How will you get technology?

Answer Students will be able to utilize Bring Your Own Device at home, by using a tablet, ipad, laptop, or desktop computing device to become familiar with initial instruction. If they do not have access to these devices, the foundation and school should have some that can lent, given, rented, or purchased depending on the partnerships established in 2016.

Question Do charters have to abide by all the same rules?

Answer All publically funded schools, including typical ISDs and Charters, are accountable to State testing. Charter school students will take the STAAR exam as well as other required test and also have to meet accountability indexes as well. The do have flexibility in the instruction, method, use of funds, and other areas but State testing is the same.

Question Do teachers have to be certified?

Answer The nonprofit foundation and charter application will state whether or not teachers have to be certified. Certified teachers, in my experience, have been outstanding and others of low quality, so have Alternatively Certified teachers. Our Charter will have both certified and noncertified teachers, if teachers have State Certification, then they will receive a higher compensation. By law, all teachers with ESL students, Special Education, and Bilingual students shall have State Certification.

Question Is Logramos required?

Answer All required State testing for ISDs is also required of Charter schools. ITBS and Logramos are not state required so, currently, are not mandated. The principal may



utilize assessments to have an understanding of where students may currently be in their academics.

Question How will teachers be evaluated?

Answer Teachers will be evaluated under the PDAS evaluation system but more importantly, receive support through informal walkthroughs by campus leadership, campus instructional support, central office leadership and in other methods. As a PBL system, we fully believe that the teacher makes the biggest impact in the learning and education of every student and will be the focus of a high quality education.



Public Meeting Synopsis

- Date: October 26th, 2015
- Location: Academy of Classical Karate
1301 Custer Rd., #515
Plano, Texas 75075
- Time: 6:30 pm
- Presenters: Vincent Garcia
Reyna Sotelo
Ruby Ramirez
- Presentation: Introduction of Presenters
Discuss Arête and Kaizen Foundation;
Board Members
Purpose, Mission, Vision of the Foundation
Goals
Types of Education – Traditional Schools, Private Schools, Charter Schools
Public Choice
State support versus support from tuition
Similarities, Differences, and Commonalities, Pros, and Cons of all choices
Arête and Kaizen Academy proposal:
Free
Public Education, School Choice
Credit for grade level
Approval Process from TEA
Enrollment drives funding
Educational of Whole Student
Focus on academics and Art
Student determination, self-discipline, artistic discipline
Dance, Athlete Performance, Leadership/Entrepreneurship
Project Based Learning
Flipped Classroom Model
University Model of Education similarities
Question & Answer
Discussion about community needs and other areas



Public Meeting Question and Answer

Date: October 26th, 2015
Location: Academy of Classical Karate

Community Count: **53**

Question Would the arts magnet be like a charter school as well, as in the traditional ISDs?

Answer Possibly, yes. When describing the Dallas ISD Magnet High School for the Performing Arts – Booker T. Washington, this model is very similar to that program, however, it is adapted and geared for the elementary ages, academics, and grades. However, Magnet schools have an application and students are selected at times, the Charter Academy will accept all students contingent only on space, and then, it is based on a lottery system.

Question Have you chosen a curriculum yet?

Answer The Project Based Learning will be the overarching theme and how ‘curriculum’ is derived. All public based educational systems are mandated to teach the TEKS, however, the instructional and resources that used are dependent upon the system. PBL incorporates real world problems and the application of multiple subjects simultaneously being utilized to solve these issues. Arête and Kaizen Academy will not be using a prepackaged curriculum or textbooks, but will impellent with rigor fidelity an instructional model based on Project Based Learning.

Question Will you mix project based with some repetitive tasks, such as worksheets, as they are needed sometimes?

Answer No. At times, when needed, fluency will be engaged but not with the utilization of worksheets. Different, innovative, and engaging systems implemented with technology can shorten the time it takes to improve fluency and increase automaticity, especially with math. Tools such as Big Brainz Timez Attack will be considered for fluency needs.

Question Are students able to transfer if the charter school closes?



Answer Yes. The Charter system is publically funded and students transferring into the school and out of the school is the exact same process as withdrawing and enrolling into a traditional elementary public school.

Question Do you serve students of special populations? Special education students?

Answer Yes. Students with special needs are accepted as well in the Academy. Any student who primary works with Special Education students will also have a State Certification in Special Education.

Question What donations sites have you looked at?

Answer Up until this point, the financial support, donations, have been low in due to focusing on other areas. This project has been unequally balanced in creating a sound and high quality application and educational program and less, honestly, insufficient time in soliciting donations and financial support as well other partnerships amongst the geographical areas. Website such as GoFundMe and Kickstarter has been considered, but weighing the pros and cons as well as time situations have caused them not to be used at this point in time.

Question What are the attendance boundaries?

Answer After considering the ideas of where the schools might be located, the attendance boundaries will cross a total of about 25 traditional districts as well as 13 charter systems. Each of these schools superintendent, as well as the board president, will be notified about the Arête and Kaizen Academy Charter Proposal.

Question How many hours will they have to work on their passion? How many hours per week?

Answer Students will have, on a typical day, up to 4 hours to focus on their passion in some way. The whole 360 minute period of time may not be 100% focused on their art, such as, dancers may also spend time stretching, strength training, and learning about nutrition, depending on the student needs and needs of the community. This time would average around 20 hours per week.



Question In the athletics focused school will it be an organized sports as like they can play and completed with other teams?

Answer Yes. Our desire is to partner with traditional ISDs that may have extracurricular and campus based sports teams. If not, other Nonprofit organizations such as Boys and Girls Club and the YMCA may offer partnerships and other connections.

Question Which specific artistic endeavors will be rolled into the academics and education?

Answer The Academies will focus on three major artistic endeavors. Dance, music and performing arts; Athletics and performance; and Leadership/Entrepreneurship. Three campuses are being applied for so that each campus can have a different artistic priority and emphasis.

Question Will you ever consider High School?

Answer At this time, we are proposing to offer a K-5th program at the Charter School. If a community need arises, this idea will be revisited to consider adding additional higher grades such as High School.

Question Do you have access to the application rubric?

Answer Yes. I have studied the application rubric many times. I constantly refer back to the rubric as the application is being completed to make sure the standard is being met and above.

Question Why 3 schools? Why not just one?

Answer One school was considered, but as we met different communities, we saw there was a vast need for multiple arts, and then we considered multiple campuses and offering a variety of high quality arts at each one. Unfortunately, due to budget constraints, the current model will utilize a specific artistic focus at each school. If there is evidence of a community need and enrollment support, later situations may allow for multiple artistic focuses at different academies if enrollment supports having larger campuses to adjust for the needed extra room and space.



Question Will it be a single, certain passion each day? Or what does a student do after academics?

Answer Students will have, on a typical day, up to 4 hours to focus on their passion in some way. The whole 360 minute period of time may not be 100% focused on their art, such as, dancers may also spend time stretching, strength training, and learning about nutrition, depending on the student needs and needs of the community. This time would average around 20 hours per week.
Their choice of passion may change depending on the school – at the Athletic Academy, it may change due to season sports. In the Leadership Academy, the focus may change from Leadership, Critical Thinking, Entrepreneurship, and a Creativity focus. The Performing Arts allows for a large variety of different types of movement art.

Question Are there any similar model of campuses offered? Private, traditional, or charter?

Answer There is a similar model of education in which students go to school for academics for a half day, then are dismissed for various reasons, but this is at a private school – Spring Creek Academy in Plano, Texas. There are also Performing Arts Magnet models that are in High school, but they are selective magnet schools.

Question Are there other examples of arts magnet campuses?

Answer When describing the Dallas ISD Magnet High School for the Performing Arts – Booker T. Washington, this model is very similar to that program, however, it is adapted and geared for the elementary ages, academics, and grades. However, Magnet schools have an application and students are selected at times, the Charter Academy will accept all students contingent only on space, and then, it is based on a lottery system.

Question Once competition season starts, academic suffers, get a jump on education, will you know before competition season if it is opened? [January 2016]

Answer We will not know if the Academy is approved until August 2016 and if awarded, the school would officially open in the Fall 2017.



Question Isn't the curriculum prepackaged from TEA?

Answer Texas provides a document of standards that must be taught in public schools, the TEKS. In grades 3rd and higher, these specific standards are assessed in Math and Reading and various other subjects. The 'curriculum' resources and models of how to teach these standards are decided upon by campus leadership and above.

Question My son is in the 6th grade now, how can I get my son in?

Answer Unfortunately, if your son continuously promotes every year, and hopefully he will, he will not be eligible to apply for this Academy. The Charter, if granted, will open Fall 2017, in which, your child will be in the 8th grade, and during the first year, only 3rd through 6th will be offered.

Question What is the website for the foundation?

Answer There are two main ways to electronically contact the foundation:
www.aretandkaizen.org and www.facebook.com/aretandkaizen

Question How can be informed with information about how the process is coming along?

Answer The Foundations Facebook is the internet site that is updated the most often. Viewers may also 'Like' the page, request updates, and view new posts at any time from a computer, tablet, ipad, or smart phone device. www.facebook.com/aretandkaizen

Question What types of disciplines or companies have you already partnered with?

Answer Several partnerships are currently being discussed and will be underway. Up until this point, the financial support, donations, have been low in due to focusing on other areas. This project has been unequally balanced in creating a sound and high quality application and educational program and less, honestly, insufficient time in soliciting donations and financial support as well other partnerships amongst the geographical areas. If the Foundation has their charter school application accepted or reject, the next twelve months will focus on donations, partnerships, and other possible funding opportunities.



Question This process seems long, cumbersome, and almost like the State does not want Charter schools and parents to have a choice, why not just a private school?

Answer When this idea of academics as well as artistic ambition was being discussed, the idea of a creating a private school was discussed. However, on a personal level, my single mother when I was 5years old until 15 years old would have prevented me from ever having this opportunity. The application of a Charter will allow for all students to benefit from the program which is more powerful than a possibly easier route.

Question Why has there been so much negative media on TV? Why have so many charter schools closed?

Answer Several Charters have been created by a group of people who have limited or no education, or public education background and possibly did not comprehend or understand the nuances that need special attention in type of career. Myself, and my future colleagues, have lead schools in multiple facets of campus leadership positions, including the Principal positon.

Question How much can you afford to pay teachers? Will it be competitive enough to bring in good teachers and get them to stay?

Answer The Charter school hopes to achieve between 16-20 students per teacher classroom ratio. The State mandated that traditional ISDs follow no more than 22-1 rule, the Charter will indicate no more than 21 per classroom, research states that smaller class sizes are effective up until 13 students per classroom, and the initial budget will be derived with a projection of 15 students per classroom. For budgetary reasons, the state utilizes an 80% attendance average, whereas, the first 10 students in the classroom basically cover the teacher salary – of an average close to \$51,500 after stability has been set, then next few students will be allotted for facility rental, utility, and rent, and the next few for central staff, resources, and materials. Good teachers, want to teach and giving them an environment in where they can teach using methods that are effective, make sense, and not using top down directives will increase their retention.



Question Who will be your teachers? How can you find them? How do you know they are good?

Answer I have been a campus administrator and leader for the past 5 years and so have other people who I will consider hiring. Over the years, we have known great teachers who continue and want to follow us because of like mindedness about teaching and learning. I believe we can roughly staff 50% or more with teachers we have previously worked with who are the true quality that will effectively grow and encourage students.

Question Aren't charters for special needs children? And children who get in trouble a lot?

Answer The purpose and legal meaning supporting Charters is to give the public a choice in education as well as to serve and meet a community need. Therefore, charters need to have a 'focus' and an 'emphasis' rather than just serve and teach student just like the already existing ISD schools due. Some charters have focused on students being served under Special Education, others have focused on At Risk students or Second Chance situations. Our charter will focus on students who are seeking the ability to train and practice their specific Artistic Ambition.

Question Will special needs children be in different classes?

Answer Students who already qualify for special education when they enroll will have matching services for their education under the charter. How the students are served will be determined through and ARD committee process and meet the needs of that particular student. However, research has shown, if an inclusion setting is appropriate for a student, they have shown to learn and grow at higher academic levels.

Question Can my PreK student enroll?

Answer If our application is granted, than your child will be in the 1st grade in the Fall 2017, when they are eligible for the 3rd grade, in the Fall of 2019, then they are able to enroll

Question Have you looked at or considered GoFundMe or Kickstarter?



Answer Up until this point, the financial support, donations, have been low in due to focusing on other areas. This project has been unequally balanced in creating a sound and high quality application and educational program and less, honestly, insufficient time in soliciting donations and financial support as well other partnerships amongst the geographical areas. Website such as GoFundMe and Kickstarter has been considered, but weighing the pros and cons as well as time situations have caused them not to be used at this point in time.

Question Have you looked at Imagine Academy as a model for how to start?

Answer Multiple Charter school models were researched and discussed for things they do well and things we would hope to do differently. Imagine Academy, Harmony Academy, International Leadership of Texas, and Uplift Education were reviewed to name a few.

Question How does enrollment work?

Answer Once the Charter is approved, we are projecting to have enrollment open June 1st of 2017. If there are more enrollments than open seats for a particular grade level, then the lottery will be held around the middle of August and parents will be notified if their child is accepted or placed on a waiting list. The enrollment process will mirror the enrollment packet for a traditional ISD such as demographic data, the student's school records, contact information, previous grades, their CUMULATIVE folder, special education information, etc.

Provide the following:

Certified mail receipt cards showing the dates the Statement of Impact forms and Application Coversheets were received by the superintendent of each traditional district and charter from which the proposed school intends to draw students. In the absence of signed certified mail return receipt cards, the certified mail receipt showing each school district or charter name, fees paid, and the date mailed will be accepted.

Applicant shall send a Statement of Impact Form (found at, <http://tea.texas.gov/charterapp.aspx>) and Application Coversheet to the superintendent of each traditional district and charter from which the proposed school intends to draw students. The Statement of Impact Form is the formal opportunity for superintendents of traditional districts and charters to document any adverse impact the proposed school might have. While applicants are required to distribute these documents, they are not responsible for ensuring that superintendents return the Statement of Impact Forms to the TEA.

Additionally, applicants must also send a Statement of Impact Form and Application Coversheet to the President of the Board of Trustees of each traditional district and charter from which the proposed school intends to draw students. And to each member of the Texas legislature that represents the geographic area to be served by the proposed school and the State Board of Education member that represents the geographic area to be served by the proposed school. See TEC §12.1101.

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 Street and Apt. No., or PO Box No. 777 E 15th St, #202
 City, State, ZIP+4® Plano, TX 75074

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

7015 0640 0006 6716 8641

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PLANO, TX 75024

OFFICIAL USE

Certified Mail Fee	\$3.45	0202
Extra Services & Fees (check box, add fee as appropriate)	\$2.80	14
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.49	
Total Postage and Fees	\$6.74	

Sent To: Van Taylor - State Sen 8
 Street and Apt. No., or PO Box No. 6501 Preston Rd, #700
 City, State, ZIP+4® Plano, TX 75024

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

7015 0640 0006 6716 9556

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GARLAND, TX 75042

OFFICIAL USE

Certified Mail Fee	\$3.45	0202
Extra Services & Fees (check box, add fee as appropriate)	\$2.80	14
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.49	
Total Postage and Fees	\$6.74	

Sent To: Garland ISD, Larry Glick
 Street and Apt. No., or PO Box No. 501 S. Jupiter
 City, State, ZIP+4® Garland, TX 75042

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

7015 0640 0006 6716 9549

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CARROLLTON, TX 75006

OFFICIAL USE

Certified Mail Fee	\$3.45	0202
Extra Services & Fees (check box, add fee as appropriate)	\$2.80	14
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.49	
Total Postage and Fees	\$6.74	

Sent To: Carrollton-Farmers Branch ISD JG
 Street and Apt. No., or PO Box No. 1445 W. Perry Rd
 City, State, ZIP+4® Carrollton, TX 75006

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

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RICHARDSON, TX 75081

OFFICIAL USE

Certified Mail Fee	\$3.45	0202
Extra Services & Fees (check box, add fee as appropriate)	\$2.80	14
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.49	
Total Postage and Fees	\$6.74	

Sent To: Richardson ISD, LS
 Street and Apt. No., or PO Box No. 400 S. Greenville Ave.
 City, State, ZIP+4® Richardson, TX 75081

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

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ALLEN, TX 75002

OFFICIAL USE

Certified Mail Fee	\$3.45	0202
Extra Services & Fees (check box, add fee as appropriate)	\$2.80	14
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.49	
Total Postage and Fees	\$6.74	

Sent To: Allen ISD, LM
 Street and Apt. No., or PO Box No. 612 E. Bethany
 City, State, ZIP+4® Allen, TX 75002

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

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GRAPEVINE, TX 76051

Certified Mail Fee \$3.45		0202
Extra Services & Fees (check box, add fee as appropriate)		14
<input type="checkbox"/> Return Receipt (hardcopy)	\$2.80	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.49	
Total Postage and Fees	\$6.74	

Sent To
 Grapevine-Colleyville ISD, RR
 Street and Apt. No., or PO Box No.
 305 Ika E, Woods Ave
 City, State, ZIP+4®
 Grapevine, TX 76051

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

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DALLAS, TX 75223

Certified Mail Fee \$3.45		0202
Extra Services & Fees (check box, add fee as appropriate)		14
<input type="checkbox"/> Return Receipt (hardcopy)	\$2.80	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.49	
Total Postage and Fees	\$6.74	

Sent To
 Lumin Education, LP
 Street and Apt. No., or PO Box No.
 924 Wayne St.
 City, State, ZIP+4®
 Dallas, TX 75223

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

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FRISCO, TX 75035

Certified Mail Fee \$3.45		0202
Extra Services & Fees (check box, add fee as appropriate)		14
<input type="checkbox"/> Return Receipt (hardcopy)	\$2.80	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.49	
Total Postage and Fees	\$6.74	

Sent To
 Frisco ISD, AM
 Street and Apt. No., or PO Box No.
 5515 Ohio Dr.
 City, State, ZIP+4®
 Frisco, TX 75035

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DALLAS, TX 75241

Certified Mail Fee \$3.45		0202
Extra Services & Fees (check box, add fee as appropriate)		14
<input type="checkbox"/> Return Receipt (hardcopy)	\$2.80	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.49	
Total Postage and Fees	\$6.74	

Sent To
 Gateway Charter Academy, RM
 Street and Apt. No., or PO Box No.
 6105 Nauston School Rd.
 City, State, ZIP+4®
 Dallas, TX 75241

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

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DALLAS, TX 75208

Certified Mail Fee \$3.45		0202
Extra Services & Fees (check box, add fee as appropriate)		14
<input type="checkbox"/> Return Receipt (hardcopy)	\$2.80	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.49	
Total Postage and Fees	\$6.74	

Sent To
 Texas Cox Academies, D&B
 Street and Apt. No., or PO Box No.
 325 W. 12th St.
 City, State, ZIP+4®
 Dallas, TX 75208

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DALLAS, TX 75243

Certified Mail Fee \$3.45		0202
Extra Services & Fees (check box, add fee as appropriate)		14
<input type="checkbox"/> Return Receipt (hardcopy)	\$2.80	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.49	
Total Postage and Fees	\$6.74	

Sent To
 Legacy Preparatory, RG
 Street and Apt. No., or PO Box No.
 9441 LB 2 Fwy, #101
 City, State, ZIP+4®
 Dallas, TX 75243

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

7015 0640 0006 6716 9006

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DALLAS, TX 75207

Certified Mail Fee	\$3.45
Extra Services & Fees (check box, add fee as appropriate)	\$2.80
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00
Postage	\$0.49
Total Postage and Fees	\$6.74



Sent To Uplist Education, TD
 Street and Apt. No., or PO Box No. 1825 Market Ctr. Blvd.
 City, State, ZIP+4® Dallas, TX 75207

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

7015 0640 0006 6716 9266

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For delivery information, visit our website at www.usps.com
CRANDALL, TX 75114

Certified Mail Fee	\$3.45
Extra Services & Fees (check box, add fee as appropriate)	\$2.80
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00
Postage	\$0.49
Total Postage and Fees	\$6.74



Sent To Crandall ISD, RS
 Street and Apt. No., or PO Box No. 400 West Lewis St.
 City, State, ZIP+4® Crandall, TX 75114

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

7015 0640 0006 6716 8870

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For delivery information, visit our website at www.usps.com
IRVING, TX 75062

Certified Mail Fee	\$3.45
Extra Services & Fees (check box, add fee as appropriate)	\$2.80
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00
Postage	\$0.49
Total Postage and Fees	\$6.74



Sent To Irving ISD, RR
 Street and Apt. No., or PO Box No. 2621 W. Airport Frwy
 City, State, ZIP+4® Irving, TX 75062

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

7015 0640 0006 6716 8993

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For delivery information, visit our website at www.usps.com
FARMERSVILLE, TX 75442

Certified Mail Fee	\$3.45
Extra Services & Fees (check box, add fee as appropriate)	\$2.80
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00
Postage	\$0.49
Total Postage and Fees	\$6.74



Sent To Farmersville ISD, SH
 Street and Apt. No., or PO Box No. Sol A Hwy 78N
 City, State, ZIP+4® Farmersville, TX 75442

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DALLAS, TX 75205

Certified Mail Fee	\$3.45
Extra Services & Fees (check box, add fee as appropriate)	\$2.80
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00
Postage	\$0.49
Total Postage and Fees	\$6.74



Sent To Highland Park ISD, ST
 Street and Apt. No., or PO Box No. 7015 Westchester Dr.
 City, State, ZIP+4® Dallas, TX 75205

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

7015 0640 0006 6716 8863

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LITTLE ELM, TX 75068

Certified Mail Fee	\$3.45
Extra Services & Fees (check box, add fee as appropriate)	\$2.80
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00
Postage	\$0.49
Total Postage and Fees	\$6.74



Sent To Little Elm ISD, LH
 Street and Apt. No., or PO Box No. 300 Lobo Lane
 City, State, ZIP+4® Little Elm, TX 75068

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

7015 0640 0006 6716 8986

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LAKE DALLAS, TX 75065

Certified Mail Fee	\$3.45
Extra Services & Fees (check box, add fee as appropriate)	\$2.80
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00
Postage	\$0.49
Total Postage and Fees	\$6.74

0202 14

MPO WINDOW USPS
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OCT 30 2015
DALLAS TX 75260-9998

Sent To Lake Dallas ISD, LS
Street and Apt. No., or PO Box No.
109 Swisher Rd
City, State, ZIP+4® Lake Dallas, TX 75065

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CRANDALL, TX 75114

Certified Mail Fee	\$3.45
Extra Services & Fees (check box, add fee as appropriate)	\$2.80
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00
Postage	\$0.49
Total Postage and Fees	\$6.74

0202 14

MPO WINDOW USPS
Postmark Here
OCT 30 2015
DALLAS TX 75260-9998

Sent To Crandall ISD, TX
Street and Apt. No., or PO Box No.
400 West Lewis St.
City, State, ZIP+4® Crandall, TX 75114

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

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ALLEN, TX 75002

Certified Mail Fee	\$3.45
Extra Services & Fees (check box, add fee as appropriate)	\$2.80
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00
Postage	\$0.49
Total Postage and Fees	\$6.74

0202 14

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OCT 30 2015
DALLAS TX 75260-9998

Sent To Lovjoy ISD, TX
Street and Apt. No., or PO Box No.
259 Country Club Rd.
City, State, ZIP+4® Allen, TX 75002

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SUNNYVALE, TX 75182

Certified Mail Fee	\$3.45
Extra Services & Fees (check box, add fee as appropriate)	\$2.80
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00
Postage	\$0.49
Total Postage and Fees	\$6.74

0202 14

MPO WINDOW USPS
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OCT 30 2015
DALLAS TX 75260-9998

Sent To Sunnyvale ISD, BC
Street and Apt. No., or PO Box No.
411 E. Trigg Rd
City, State, ZIP+4® Sunnyvale, TX 75182

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NEVADA, TX 75173

Certified Mail Fee	\$3.45
Extra Services & Fees (check box, add fee as appropriate)	\$2.80
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00
Postage	\$0.49
Total Postage and Fees	\$6.74

0202 14

MPO WINDOW USPS
Postmark Here
OCT 30 2015
DALLAS TX 75260-9998

Sent To Community ISD, MS
Street and Apt. No., or PO Box No.
PO Box 400
City, State, ZIP+4® Nevada, TX 75173

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

7015 0640 0006 6716 8795

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PROSPER, TX 75078

Certified Mail Fee	\$3.45
Extra Services & Fees (check box, add fee as appropriate)	\$2.80
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00
Postage	\$0.49
Total Postage and Fees	\$6.74

0202 14

MPO WINDOW USPS
Postmark Here
OCT 30 2015
DALLAS TX 75260-9998

Sent To Prosper ISD, MS
Street and Apt. No., or PO Box No.
605 E. Seventh St
City, State, ZIP+4® Prosper, TX 75078

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

7015 0640 0006 6716 9037

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MESQUITE, TX 75149

OFFICIAL USE

Certified Mail Fee	\$3.45	0202
Extra Services & Fees (check box, add fee as appropriate)	\$2.80	14
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.49	
Total Postage and Fees	\$6.74	

Postmark Here
 10/30/2015
 DALLASTX 75201-9998

Sent To
 Mesquite ISD, GB
 Street and Apt. No., or PO Box No.
 405 East Davis St.
 City, State, ZIP+4[®]
 Mesquite, TX 75149

PS Form 3800, April 2015 PSN 7520-02-000-9047 See Reverse for Instructions

7015 0640 0006 6716 8825

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DALLAS, TX 75201

OFFICIAL USE

Certified Mail Fee	\$3.45	0202
Extra Services & Fees (check box, add fee as appropriate)	\$2.80	14
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.49	
Total Postage and Fees	\$6.74	

Postmark Here
 10/30/2015
 DALLASTX 75201-9998

Sent To
 Pegasus School of Liberal Arts & Sciences
 Street and Apt. No., or PO Box No.
 601 N. Akard, #203
 City, State, ZIP+4[®]
 Dallas, TX 75201

PS Form 3800, April 2015 PSN 7520-02-000-9047 See Reverse for Instructions

7015 0640 0006 6716 9297

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PROSPER, TX 75078

OFFICIAL USE

Certified Mail Fee	\$3.45	0202
Extra Services & Fees (check box, add fee as appropriate)	\$2.80	14
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.49	
Total Postage and Fees	\$6.74	

Postmark Here
 10/30/2015
 DALLASTX 75201-9998

Sent To
 Prosper ISD, DW
 Street and Apt. No., or PO Box No.
 605 East Seventh St.
 City, State, ZIP+4[®]
 Prosper, TX 75078

PS Form 3800, April 2015 PSN 7520-02-000-9047 See Reverse for Instructions

7015 0640 0006 6716 9044

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

ROCKWALL, TX 75087

OFFICIAL USE

Certified Mail Fee	\$3.45	0202
Extra Services & Fees (check box, add fee as appropriate)	\$2.80	14
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.49	
Total Postage and Fees	\$6.74	

Postmark Here
 10/30/2015
 DALLASTX 75201-9998

Sent To
 Rockwall ISD, LD
 Street and Apt. No., or PO Box No.
 1056 Williams St.
 City, State, ZIP+4[®]
 Rockwall, TX 75087

PS Form 3800, April 2015 PSN 7520-02-000-9047 See Reverse for Instructions

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
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OFFICIAL USE

Certified Mail Fee \$3.45
 Extra Services & Fees (check box, add fee as appropriate)
 Return Receipt (hardcopy) \$0.00
 Return Receipt (electronic) \$0.00
 Certified Mail Restricted Delivery \$0.00
 Adult Signature Required \$0.00
 Adult Signature Restricted Delivery \$0.00
 Postage \$0.49
 Total Postage and Fees \$6.74

Sent To Rockwell ISD, SB
 Street and Apt. No., or PO Box No. 7050 Williams St.
 City, State, Zip+4® Rockwall, TX 75087

PS Form 3800, April 2015 PSN 7520-02-000-9047 See Reverse for Instructions

7025 0640 0006 6726 9300

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Certified Mail Fee \$3.45
 Extra Services & Fees (check box, add fee as appropriate)
 Return Receipt (hardcopy) \$0.00
 Return Receipt (electronic) \$0.00
 Certified Mail Restricted Delivery \$0.00
 Adult Signature Required \$0.00
 Adult Signature Restricted Delivery \$0.00
 Postage \$0.49
 Total Postage and Fees \$6.74

Sent To Lake Dallas ISD, SB
 Street and Apt. No., or PO Box No. 1045 Swisher Rd.
 City, State, Zip+4® Lake Dallas, TX 75065

PS Form 3800, April 2015 PSN 7520-02-000-9047 See Reverse for Instructions

7025 0640 0006 6726 9300

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OFFICIAL USE

Certified Mail Fee \$3.45
 Extra Services & Fees (check box, add fee as appropriate)
 Return Receipt (hardcopy) \$0.00
 Return Receipt (electronic) \$0.00
 Certified Mail Restricted Delivery \$0.00
 Adult Signature Required \$0.00
 Adult Signature Restricted Delivery \$0.00
 Postage \$0.49
 Total Postage and Fees \$6.74

Sent To Plano ISD, BB
 Street and Apt. No., or PO Box No. 2500 W 15th St.
 City, State, Zip+4® Plano, TX 75073

PS Form 3800, April 2015 PSN 7520-02-000-9047 See Reverse for Instructions

7025 0640 0006 6726 9300

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OFFICIAL USE

Certified Mail Fee \$3.45
 Extra Services & Fees (check box, add fee as appropriate)
 Return Receipt (hardcopy) \$0.00
 Return Receipt (electronic) \$0.00
 Certified Mail Restricted Delivery \$0.00
 Adult Signature Required \$0.00
 Adult Signature Restricted Delivery \$0.00
 Postage \$0.49
 Total Postage and Fees \$6.74

Sent To Irving ISD, SB
 Street and Apt. No., or PO Box No. 2624 W. Airport Fwy
 City, State, Zip+4® Irving, TX 75062

PS Form 3800, April 2015 PSN 7520-02-000-9047 See Reverse for Instructions

7025 0640 0006 6726 9327

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LITTLE ELM, TX 75048

Certified Mail Fee	\$3.45
Extra Services & Fees (check box, add fee as appropriate)	\$2.80
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00
Postage	\$0.49
Total Postage and Fees	\$6.74



Sent To Little Elm ISD, LS
 Street and Apt. No., or PO Box No. 200 Lobo Lane
 City, State, ZIP+4[®] Little Elm, TX 75068

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

7015 0640 0006 6716 9341

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DALLAS, TX 75205

Certified Mail Fee	\$3.45
Extra Services & Fees (check box, add fee as appropriate)	\$2.80
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00
Postage	\$0.49
Total Postage and Fees	\$6.74



Sent To Highland Park ISD, TX
 Street and Apt. No., or PO Box No. 7015 Westchester Pk.
 City, State, ZIP+4[®] Dallas, TX 75205

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

7015 0640 0006 6716 9334

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WYLIE, TX 75098

Certified Mail Fee	\$3.45
Extra Services & Fees (check box, add fee as appropriate)	\$2.80
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00
Postage	\$0.49
Total Postage and Fees	\$6.74



Sent To Wylie ISD, TX
 Street and Apt. No., or PO Box No. 931 South Ballard Ave
 City, State, ZIP+4[®] Wylie, TX 75098

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

7015 0640 0006 6716 9365

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MCKINNEY, TX 75069

Certified Mail Fee	\$3.45
Extra Services & Fees (check box, add fee as appropriate)	\$2.80
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00
Postage	\$0.49
Total Postage and Fees	\$6.74



Sent To McKinney ISD, TX
 Street and Apt. No., or PO Box No. One Puvall St.
 City, State, ZIP+4[®] McKinney, TX 75069

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

7015 0640 0006 6716 9358

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MESQUITE, TX 75149

Certified Mail Fee	\$3.45
Extra Services & Fees (check box, add fee as appropriate)	\$2.80
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00
Postage	\$0.49
Total Postage and Fees	\$6.74



Sent To: Mesquite ISD, DR
 Street and Apt. No., or PO Box No.: 405 East Davis St.
 City, State, ZIP+4®: Mesquite, TX 75149
 PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7015 0640 0006 6716 9372

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WYLIE, TX 75098

Certified Mail Fee	\$3.45
Extra Services & Fees (check box, add fee as appropriate)	\$2.80
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00
Postage	\$0.49
Total Postage and Fees	\$6.74



Sent To: Wylie ISD, OB
 Street and Apt. No., or PO Box No.: 951 South Ball and Ave.
 City, State, ZIP+4®: Wylie, TX 75098
 PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7015 0640 0006 6716 9020

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FLOWER MOUND, TX 75028

Certified Mail Fee	\$3.45
Extra Services & Fees (check box, add fee as appropriate)	\$2.80
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00
Postage	\$0.49
Total Postage and Fees	\$6.74



Sent To: Lewisville ISD, KB
 Street and Apt. No., or PO Box No.: 1800 Timber Creek Rd.
 City, State, ZIP+4®: Flower Mound, TX 75028
 PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7015 0640 0006 6716 9419

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CARROLLTON, TX 75006

Certified Mail Fee	\$3.45
Extra Services & Fees (check box, add fee as appropriate)	\$2.80
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00
Postage	\$0.49
Total Postage and Fees	\$6.74



Sent To: Carrollton - Farmers Branch ISD, OB
 Street and Apt. No., or PO Box No.: 1445 N. Perry Road
 City, State, ZIP+4®: Carrollton, TX 75006
 PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7015 0640 0006 6716 9624

7015 0640 0006 6716 9631

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RICHARDSON, TX 75081

OFFICIAL USE

Certified Mail Fee	\$3.45	0202
Extra Services & Fees (check box, add fee as appropriate)	\$2.80	14
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.49	
Total Postage and Fees	\$6.74	

Sent To: Richardson ISD, Inc.
 Street and Apt. No., or PO Box No.: 400 S. Greenville Ave
 City, State, ZIP+4®: Richardson, TX 75081

PS Form 3800, April 2015 PSN 7530-02-000-9007 See Reverse for Instructions



7015 0640 0006 6716 9280

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ALLEN, TX 75002

OFFICIAL USE

Certified Mail Fee	\$3.45	0202
Extra Services & Fees (check box, add fee as appropriate)	\$2.80	14
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.49	
Total Postage and Fees	\$6.74	

Sent To: Lovejoy ISD, Inc.
 Street and Apt. No., or PO Box No.: 259 Country Club Rd
 City, State, ZIP+4®: Allen, TX 75002

PS Form 3800, April 2015 PSN 7530-02-000-9007 See Reverse for Instructions



7015 0640 0006 6716 9105

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DALLAS, TX 75223

OFFICIAL USE

Certified Mail Fee	\$3.45	0202
Extra Services & Fees (check box, add fee as appropriate)	\$2.80	14
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.49	
Total Postage and Fees	\$6.74	

Sent To: Lumin Education, Inc.
 Street and Apt. No., or PO Box No.: 924 Wayne St.
 City, State, ZIP+4®: Dallas, TX 75223

PS Form 3800, April 2015 PSN 7530-02-000-9007 See Reverse for Instructions



7015 0640 0006 6716 9099

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MCKINNEY, TX 75071

OFFICIAL USE

Certified Mail Fee	\$3.45	0202
Extra Services & Fees (check box, add fee as appropriate)	\$2.80	14
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.49	
Total Postage and Fees	\$6.74	

Sent To: Imagine Int'l Acad. of N. TX
 Street and Apt. No., or PO Box No.: 2860 Virginia Parkway
 City, State, ZIP+4®: McKinney, TX 75071

PS Form 3800, April 2015 PSN 7530-02-000-9007 See Reverse for Instructions



7015 0640 0006 6716 9136

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FRISCO, TX 75034

Certified Mail Fee	\$3.45
Extra Services & Fees (check box, add fee as appropriate)	\$2.80
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00

Postage \$0.49
Total Postage and Fees \$6.74



Sent To Leadership Prep School, sc
Street and Apt. No., or PO Box No. 8500 Teel Parkway
City, State, ZIP+4® Frisco, TX 75034
PS Form 3800, April 2015 PSN 7520-02-000-9047 See Reverse for Instructions

7015 0640 0006 6716 9132

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ROWLETT, TX 75088

Certified Mail Fee	\$3.45
Extra Services & Fees (check box, add fee as appropriate)	\$2.80
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00

Postage \$0.49
Total Postage and Fees \$6.74



Sent To Education Ctr Int'l Academy, JB
Street and Apt. No., or PO Box No. 8060 Schrade Rd.
City, State, ZIP+4® Rowlett, TX 75088
PS Form 3800, April 2015 PSN 7520-02-000-9047 See Reverse for Instructions

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RICHARDSON, TX 75081

Certified Mail Fee	\$3.45
Extra Services & Fees (check box, add fee as appropriate)	\$2.80
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00

Postage \$0.49
Total Postage and Fees \$6.74



Sent To Evolution Academy, ct
Street and Apt. No., or PO Box No. 1101 S. Sherman St.
City, State, ZIP+4® Richardson, TX 75081
PS Form 3800, April 2015 PSN 7520-02-000-9047 See Reverse for Instructions

7015 0640 0006 6716 9128

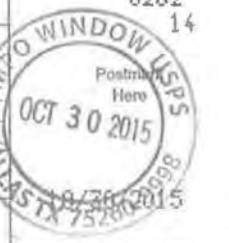
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RICHARDSON, TX 75081

Certified Mail Fee	\$3.45
Extra Services & Fees (check box, add fee as appropriate)	\$2.80
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00

Postage \$0.49
Total Postage and Fees \$6.74



Sent To International Leadership of TX, CF
Street and Apt. No., or PO Box No. 1820 N. Glenville Dr. #100
City, State, ZIP+4® Richardson, TX 75081
PS Form 3800, April 2015 PSN 7520-02-000-9047 See Reverse for Instructions

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DALLAS TX 75243

Certified Mail Fee	\$3.45
Extra Services & Fees (check box, add fee as appropriate)	\$2.80
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00
Postage	\$0.49
Total Postage and Fees	\$6.74



Sent To Legacy Respiratory, BR
 Street and Apt. No., or PO Box No. 9441 LBJ Fwy, #101
 City, State, ZIP+4[®] Dallas, TX 75243
 PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7015 0640 0006 6716 9167

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DALLAS TX 75227

Certified Mail Fee	\$3.45
Extra Services & Fees (check box, add fee as appropriate)	\$2.80
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00
Postage	\$0.49
Total Postage and Fees	\$6.74



Sent To Nevo Academy
 Street and Apt. No., or PO Box No. 2800 Prichard Ln.
 City, State, ZIP+4[®] Dallas, TX 75227
 PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7015 0640 0006 6716 9143

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DALLAS TX 75241

Certified Mail Fee	\$3.45
Extra Services & Fees (check box, add fee as appropriate)	\$2.80
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00
Postage	\$0.49
Total Postage and Fees	\$6.74



Sent To Gateway Charter Academy, FW
 Street and Apt. No., or PO Box No. 6105 Houston School Rd
 City, State, ZIP+4[®] Dallas, TX 75241
 PS Form 3800, April 2015 PSN 7530-02-000-9047 See reverse for Instructions

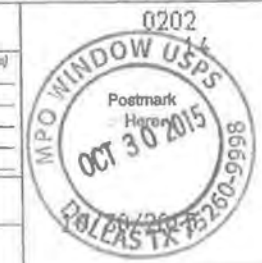
7015 0640 0006 6716 9174

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RICHARDSON TX 75081

Certified Mail Fee	\$3.45
Extra Services & Fees (check box, add fee as appropriate)	\$2.80
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00
Postage	\$0.49
Total Postage and Fees	\$6.74



Sent To Evolution Academy
 Street and Apt. No., or PO Box No. 1101 S. Sherman St.
 City, State, ZIP+4[®] Richardson TX 75081
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7015 0640 0006 6716 9150

7015 0640 0006 6716 9181

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DENTON TX 76201

OFFICIAL USE

Certified Mail Fee	\$3.45	0202
Extra Services & Fees (check box, add fee as appropriate)	\$2.80	14
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.49	
Total Postage and Fees	\$6.74	

Sent To: Denton ISD, BO
 Street and Apt. No., or PO Box No.: 1507 N. Locust St.
 City, State, ZIP+4®: Denton, TX 76201

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

7015 0640 0006 6716 9198

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GRAPEVINE TX 76051

OFFICIAL USE

Certified Mail Fee	\$3.45	0202
Extra Services & Fees (check box, add fee as appropriate)	\$2.80	14
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.49	
Total Postage and Fees	\$6.74	

Sent To: Grapevine - Colleyville ISD, BO
 Street and Apt. No., or PO Box No.: 3051 Lea E. Woods Ave.
 City, State, ZIP+4®: Grapevine, TX 76051

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

7015 0640 0006 6716 9204

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PLANO TX 75075

OFFICIAL USE

Certified Mail Fee	\$3.45	0202
Extra Services & Fees (check box, add fee as appropriate)	\$2.80	14
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.49	
Total Postage and Fees	\$6.74	

Sent To: Plano ISD, NH
 Street and Apt. No., or PO Box No.: 2700 W. 15th St
 City, State, ZIP+4®: Plano, TX 75075

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

7015 0640 0006 6716 9075

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FLOWER MOUND TX 75028

OFFICIAL USE

Certified Mail Fee	\$3.45	0202
Extra Services & Fees (check box, add fee as appropriate)	\$2.80	14
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.49	
Total Postage and Fees	\$6.74	

Sent To: Lewisville ISD, TX
 Street and Apt. No., or PO Box No.: 1800 Timbercreek Rd.
 City, State, ZIP+4®: Flower Mound, TX 75028

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<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.49	
Total Postage and Fees	\$6.74	

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<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.49	
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Postage	\$0.49
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 City, State, ZIP+4® Nevada TX 75173

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<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00
Postage	\$0.49
Total Postage and Fees	\$6.74



Sent To Craig Estes, State Sen 3D
 Street and Apt. No., or PO Box No. 2525 Kell Blvd, #302
 City, State, ZIP+4® Wichita Falls TX 76308

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<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00
Postage	\$0.49
Total Postage and Fees	\$6.74



Sent To Education Center Inter'l Academy - P 3
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<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00
Postage	\$0.49
Total Postage and Fees	\$6.74



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 Street and Apt. No., or PO Box No. 417 E. Tripp Rd
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RICHARDSON, TX 75081

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<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00
Postage	\$0.49
Total Postage and Fees	\$6.74

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 Street and Apt. No., or PO Box No. 1820 N Greenville Pr, #100
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PLANO, TX 75094

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Postage	\$0.49
Total Postage and Fees	\$6.74

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Postage	\$0.49
Total Postage and Fees	\$6.74

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DALLAS TX 75260-9999

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 City, State, ZIP+4® Dallas, TX 75232

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Postage	\$0.49
Total Postage and Fees	\$6.74



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Postage	\$0.49
Total Postage and Fees	\$6.74



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 City, State, ZIP+4® Dallas, TX 75215

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Postage	\$0.49
Total Postage and Fees	\$6.74



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 City, State, ZIP+4® Frisco, TX 75035

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Provide the following:

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

If the proposed charter school will have a secondary attendance boundary in accordance with 19 TAC, §100.1207(f) (e.g., it will admit students who reside outside of the primary geographic boundary just described), once all eligible applicants who reside within the primary geographic boundary have submitted a timely application and have been enrolled, the school may accept transfer students if it hereby adopts a transfer policy. If the charter elects to have a transfer policy, list the school districts from which the proposed charter school will accept transfer students. *Do not list the charter schools located within the designated geographic boundary.*



Geographic Attendance Boundary

Arête and Kaizen Academy's attendance boundary will accept students for the following districts:

Allen ISD
Carrollton-Farmers Branch
ISD
Community ISD
Crandall ISD
Dallas ISD
Denton ISD
Farmersville ISD
Forney ISD
Frisco ISD
Garland ISD
Grapevine-Colleyville ISD
Highland Park ISD
Irving ISD
Lake Dallas ISD
Lewisville ISD
Little Elm ISD
Lovejoy ISD
McKinney ISD
Mesquite ISD
Plano ISD
Prosper ISD
Richardson ISD
Rockwall ISD
Royse City ISD
Sunnyvale ISD
Wylie ISD

Provide the following:

State the teacher to student ratio to be maintained. If different grades will have different ratios, so state and provide the information per each grade.



Arête and Kaizen Foundation

Excellence in Education and Performance

Teacher to Student Ratio

Arête and Kaizen Academy's Teacher to Student Ratio will be as follows:

3rd Grade: 21 to 1

4th Grade: 21 to 1

5th Grade: 21 to 1

6th Grade: 22 to 1

7th Grade: 22 to 1

8th Grade: 22 to 1

Provide the following:

Using the template provided at <http://tea.texas.gov/charterapp.aspx>, provide a sample scope and sequence for one foundation course for each division of grade levels, or portion thereof, the applicant proposes to serve: grades K-5, grades 6-8, and/or grades 9-12. If proposing to serve grades K-5, the applicant shall submit a sample scope and sequence for a third grade foundation subject. If proposing a grade 6-8 program, the applicant shall submit a sample scope and sequence from a foundation subject in grade seven or eight. A proposal to serve grades 9-12 shall include a sample scope and sequence from a ninth or tenth grade foundation course. The scope and sequence shall identify course outcomes and how they align to the Texas Essential Knowledge and Skills (TEKS). It should also provide three (3) sample lessons, which reference the TEKS they are aligned with. It is not necessary to submit a complete curriculum or TEKS alignment for all subjects and grades that the proposed charter will serve.

Based on the grade offerings proposed, the applicants could be required to submit one, two, or three separate scope and sequence documents in response to this attachment.

CURRICULUM SCOPE & SEQUENCE

Charter Name:

Subject/Course Title:

Grade Level:

Prepared By:

Student Expectations/Learning Outcomes

Describe what the student should be able to know and do by the end of the unit

Students will be able to analyze, interpret, compare and contrast, and compose poetry.

Necessary Knowledge & Skills

Detail the foundation knowledge & skills required for this unit. Indicate how knowledge and skill gaps will be assessed and addressed; describe how prior knowledge will be activated through lessons and activities, as appropriate.

Students will use their foundational skills in reading, analyzing, compare and contrast, as well as compose. Teachers will assess based on informal assessments given during their initial instruction. Prior knowledge will be activated in two forms. One being that our scope and sequence is aligned and coincides with each grade level. Second, we use our student's home and extra curricular life and inject them into instruction.

Guiding Questions

include open-ended, succinct, challenging questions that will guide development of this unit.

What is the author's purpose of each poem? How is my poem compared to a published piece of poetry? How does it contrast? How are the stanzas similar? How are the stanzas different?

Texas Essential Knowledge & Skills Alignment

Indicate the TEKS subject/course (e.g., Math, Grade 3 or English II) and Student Expectations should be provided and cited with the appropriate number, letter, Romanette, as applicable.

ELAR, 5th grade, 5.15A , 5.15B , 5.15C , 5.15D , 5.15E , 5.17A , 5.16A.i , 5.16A.ii , 5.16A

Using the writing process, write an engaging poem based on personal events. Be sure the poem includes stanzas, voice, a personal event.

Materials & Resources

Identify the materials and resources that will be required for this unit. Indicate who will be providing them.

Teacher supplies media, Google Classroom, YouTube, and students will supply necessary materials to perform/ present their personal poem.

Review

If a unit review will be provided, please describe the format and nature of the review.

Next Steps

Identify how you will ensure the continuous and cumulative growth of the scope of the curriculum and of the students who will participate in your curriculum

Teachers will determine timing of the pace of the lesson based on classroom data and assessments. She will use Google Classroom in order for it to be flipped which will allow students to work off site if needed.

Charter Name:

Subject/Course Title:

Grade Level:

Prepared By:

Lesson Planning Template

Example.

Instructional Strategies- Describe the Instructional Strategies for three (3) lessons, that would immerse students in innovate learning opportunities while also clearly providing students with opportunities to engage in the Texas Essential Knowledge and Skills (TEKS) standards.

Student Activities- Describe the Student Activities for reach lesson. Clearly indicate how the activities relate to the TEKS, how formative assessments will be made, and how the activities can be tiered or differentiated to accommodate different learning abilities.

Student Assessments- Describe the summative assessment(s) that will be used to allow students to demonstrate mastery of the identified standards and outcomes.

LESSON ONE (1)- instructional Strategies

Analyzing Poetry, students will present their own poetry pieces using their chosen media.

LESSON ONE (1)- Student Activities

Students will research various poets while selecting an author that they can relate to. After selecting an author, students will write a poem that is comparable to their chosen poet using personal events that are aligned to their poetry rubric. After final edits of their poem, students will present their poem using any form of media of their choosing. Differentiation will be based on the fact that the poems are personal selection and pacing is determined by the student. During teacher student conferences, teacher will determine if additional help is required.

LESSON ONE (1)- Student Assessments

Students perform their authored poem and teacher assesses using her rubric.

LESSON TWO (2)- instructional Strategies

Student performs a Readers Theater based on a given text. Students will infer various scenarios within the production.

LESSON TWO (2)- Student Activities

A group of students will perform a Reader's theater production. The rest of the class will take notes based on a given rubric. Students will take turns doing a the production in order to allow for everyone to perform. After the class has performed, students will group together and decide on 4 inferences using evidence based on notes. Each group will present their evidence, justify their inferences, and defend their conclusions with arguments from the class.

LESSON TWO (2)- Student Assessments

Students will receive a grade based on their notes using a rubric, participation during the presentation of inferences and evidence, and the ability to support their decisions while receiving an argument.

102

LESSON THREE (3)- *instructional Strategies*

Students will create another production. They must select a character to perform and decide their traits and analyze their character.

LESSON THREE (3)- *Student Activities*

Students will sit in groups and read over their production piece. Each student will select a character within the production, analyze and justify their position in regards to the character's personality.

LESSON THREE (3)- *Student Assessments*

Students will write a position paper that explains and justifies their character's personality. Teacher will assess based on a teacher created rubric.

Charter Name:

Subject/Course Title:

Grade Level:

Prepared By:

Student Expectations/Learning Outcomes

Describe what the student should be able to know and do by the end of the unit

Students will be able to understand, infer, and conclude based on structure and elements of poetry. Students will be able to compare and contrast the purposes of various poetic pieces.

Necessary Knowledge & Skills

Detail the foundation knowledge & skills required for this unit. Indicate how knowledge and skill gaps will be assessed and addressed; describe how prior knowledge will be activated through lessons and activities, as appropriate.

Students will use their foundational skills in reading, analyzing, draw conclusions, as well as compose. Teachers will assess based on informal assessments given during their initial instruction. Prior knowledge will be activated in two forms. One being that our scope and sequence is aligned and coincides with each grade level. Second, we use our student's home and extra curricular life and inject them into instruction.

Guiding Questions

include open-ended, succinct, challenging questions that will guide development of this unit.

What is the author's purpose of each poem? How is my poem compared to a published piece of poetry? How does it contrast? How are the stanzas similar? How are the stanzas different?

Texas Essential Knowledge & Skills Alignment

Indicate the TEKS subject/course (e.g., Math, Grade 3 or English II) and Student Expectations should be provided and cited with the appropriate number, letter, Romanette, as applicable.

ELAR, 8th Grade, 8.4A , 8.8A , 8.15B.i , 8.15B.ii , 8.15B.iii
 Use a collection of published poetry in various poetic forms, centralized around a self-selected topic. Students will write their own poem based on a selected poet that they feel a connection to.

Materials & Resources

Identify the materials and resources that will be required for this unit. Indicate who will be providing them.

Teacher supplies media, Google Classroom, YouTube, and students will supply necessary materials to perform/present their personal poem.

Review

If a unit review will be provided, please describe the format and nature of the review.

Next Steps

Identify how you will ensure the continuous and cumulative growth of the scope of the curriculum and of the students who will participate in your curriculum

Teachers will determine timing of the pace of the lesson based on classroom data and assessments. She will use Google Classroom in order for it to be flipped which will allow students to work off site if needed.

Charter Name:

Subject/Course Title:

Grade Level:

Prepared By:

Lesson Planning Template

Example.

Instructional Strategies- Describe the Instructional Strategies for three (3) lessons, that would immerse students in innovate learning opportunities while also clearly providing students with opportunities to engage in the Texas Essential Knowledge and Skills (TEKS) standards.

Student Activities- Describe the Student Activities for reach lesson. Clearly indicate how the activities relate to the TEKS, how formative assessments will be made, and how the activities can be tiered or differentiated to accommodate different learning abilities.

Student Assessments- Describe the summative assessment(s) that will be used to allow students to demonstrate mastery of the identified standards and outcomes.

LESSON ONE (1)- instructional Strategies

Analyzing Poetry, students will present their own poetry pieces using their chosen media.

LESSON ONE (1)- Student Activities

Students will research various poets while selecting an author that they can relate to. After selecting an author, students will write a poem that is comparable to their chosen poet using personal events that are aligned to their poetry rubric. After final edits of their poem, students will present their poem using any form of media of their choosing. Differentiation will be based on the fact that the poems are personal selection and pacing is determined by the student. During teacher student conferences, teacher will determine if additional help is required.

LESSON ONE (1)- Student Assessments

Students perform their authored poem and teacher assesses using her rubric.

LESSON TWO (2)- instructional Strategies

Student performs a Readers Theater based on a given text. Students will infer various scenarios within the production.

LESSON TWO (2)- Student Activities

A group of students will perform a Reader's theater production. The rest of the class will take notes based on a given rubric. Students will take turns doing a the production in order to allow for everyone to perform. After the class has performed, students will group together and decide on 4 inferences using evidence based on notes. Each group will present their evidence, justify their inferences, and defend their conclusions with arguments from the class.

LESSON TWO (2)- Student Assessments

Students will receive a grade based on their notes using a rubric, participation during the presentation of inferences and evidence, and the ability to support their decisions while receiving an argument.

105

LESSON THREE (3)- *instructional Strategies*

Students will create another production. They must select a character to perform and decide their traits and analyze their character.

LESSON THREE (3)- *Student Activities*

Students will sit in groups and read over their production piece. Each student will select a character within the production, analyze and justify their position in regards to the character's personality.

LESSON THREE (3)- *Student Assessments*

Students will write a position paper that explains and justifies their character's personality. Teacher will assess based on a teacher created rubric.

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<p>1st Nine Weeks- 30+ Days</p>	<p>Fiction, Poetry, Drama, Non Fiction, and Drama</p>	<p>Tested Curriculum Mastery Completion</p>
	<p>5.1A, 5.2A, 5.2B, 5.2E, 5.3A, 5.3B, 5.3C, 5.4A, 5.5A, 5.6A, 5.6B, 5.6C, 5.8A, 5.9A, 5.11E, 5.14C, 5.15A, 5.15B, 5.15C, 5.15D, 5.15E, 5.16A.i, 5.16A.ii, 5.16A.iii, 5.16B.i, 5.16B.ii, 5.16B.iii, 5.17A, 5.18C, 5.20A.i, 5.20A.iv, 5.20A.v, 5.20B, 5.21A.i, 5.21B.ii, 5.22C, 5.22D, 5.22E, 5.27A, 5.27B, 5.27C, 5.28A, 5.29A, 5.Fig19A, 5.Fig19B, 5.Fig19C, 5.Fig19D, 5.Fig19E, 5.Fig19F</p>	
<p>2nd Nine Weeks- 30 Days</p>	<p>Persuasion and Informational Text</p>	
	<p>5.2A, 5.2B, 5.2C, 5.2D, 5.2E, 5.10A, 5.11A, 5.11B, 5.11C, 5.11D, 5.11E, 5.12A, 5.12B, 5.13A, 5.13B, 5.14C, 5.15A, 5.15B, 5.15C, 5.15D, 5.18A.i, 5.18A.ii, 5.18A.iii, 5.18A.iv, 5.18B, 5.18C, 5.19A, 5.20A.iii, 5.20A.vi, 5.20A.vii, 5.20A.viii, 5.20C, 5.21A.iii, 5.21B.i, 5.22B.i, 5.22B.ii, 5.22B.iii, 5.22B.iv, 5.22D, 5.23A, 5.23B, 5.24A, 5.24C, 5.26A, 5.Fig19A, 5.Fig19B, 5.Fig19C, 5.Fig19D, 5.Fig19E, 5.Fig19F</p>	
<p>3rd Nine Weeks- 30 Days</p>	<p>Connecting Literary Genres and Informational Texts</p>	
	<p>5.2A, 5.2B, 5.2C, 5.2D, 5.2E, 5.6A, 5.6B, 5.7A, 5.8A, 5.10A, 5.11A, 5.11C, 5.11D, 5.11E, 5.12A, 5.14C, 5.15B, 5.15C, 5.21C, 5.22B.i, 5.22B.ii, 5.22B.iii, 5.22B.iv, 5.Fig19A, 5.Fig19B, 5.Fig19C, 5.Fig19D, 5.Fig19E, 5.Fig19F 5.10A, 5.11B, 5.15C, 5.23A, 5.23B, 5.24A, 5.24B, 5.24C, 5.24D, 5.24E, 5.25A, 5.25B, 5.26A, 5.26B, 5.26C, 5.26D, 5.Fig19D, 5.Fig19E, 5.Fig19F</p>	
<p>4th Nine Weeks- 20+ Days</p>	<p>Research Project using Media</p>	
	<p>5.2A, 5.2B, 5.2C, 5.2D, 5.2E, 5.10A, 5.11A, 5.11B, 5.11C, 5.11D, 5.11E, 5.14A, 5.14B, 5.14C, 5.15B, 5.15C, 5.21C, 5.22B.i, 5.22B.ii, 5.22B.iii, 5.22B.iv, 5.23A, 5.23B, 5.24A, 5.24B, 5.24C, 5.24D, 5.24E, 5.25A, 5.25B, 5.26A, 5.26B, 5.26C, 5.26D, 5.Fig19D, 5.Fig19E, 5.Fig19F</p>	

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1st Nine Weeks- 30+ Days	Fiction, Poetry, Drama, Non Fiction, and Drama	Tested Curriculum Mastery Completion
	8.2A, 8.2B, 8.2E, 8.13B, 8.13C, 8.3A, 8.3B, 8.3C, 8.4A, 8.5A, 8.6A, 8.6B, 8.6C, 8.7A, 8.8A, 8.14A, 8.14B, 8.14C, 8.14D, 8.14E, 8.15A.i, 8.15A.ii, 8.15A.iii, 8.15A.iv, 8.15A.v, 8.16A, 8.17C, 8.19A.iii, 8.19A.v, 8.19B, 8.19C, 8.20A, 8.20B.i, 8.21A, 8.28A, 8.Fig19A, 8.Fig19B, 8.Fig19C, 8.Fig19D, 8.Fig19E, 8.Fig19F	
2 nd Nine Weeks- 30 Days	Persuasion and Informational Text	
	8.2A, 8.2B, 8.2C, 8.2D, 8.2E, 8.13A, 8.13B, 8.13C, 8.7A, 8.9A, 8.10A, 8.10B, 8.10C, 8.10D, 8.11A, 8.11B, 8.12A, 8.12B, 8.14A, 8.14B, 8.14C, 8.14D, 8.14E, 8.17A.ii, 8.17A.iii, 8.17A.iv, 8.17A.v, 8.17B, 8.18A, 8.18B, 8.18C, 8.19A.i, 8.19A.v, 8.19B, 8.19C, 8.20A, 8.20B.i, 8.27A, 8.28A, 8.Fig19A, 8.Fig19B, 8.Fig19C, 8.Fig19D, 8.Fig19E, 8.Fig19F	
3 rd Nine Weeks- 30 Days	Connecting Literary Genres and Informational Texts	
	8.2A, 8.2B, 8.2C, 8.2D, 8.3A, 8.3B, 8.3C, 8.4A, 8.5A, 8.6A, 8.6B, 8.6C, 8.7A, 8.8A, 8.10A, 8.10B, 8.10C, 8.10D, 8.11A, 8.11B, 8.14A, 8.14B, 8.14C, 8.14D, 8.15A.i, 8.15A.ii, 8.15A.iii, 8.15A.iv, 8.15A.v, 8.16A, 8.19C, 8.20B.ii, 8.Fig19B, 8.Fig19C, 8.Fig19D, 8.Fig19E, 8.Fig19F	
4 th Nine Weeks- 20+ Days	Research Project using Media	
	8.2A, 8.2B, 8.2C, 8.2D, 8.13A, 8.13B, 8.13C, 8.10A, 8.10C, 8.10D, 8.13A, 8.13B, 8.13C, 8.13D, 8.14A, 8.14B, 8.14C, 8.17D, 8.22A, 8.22B, 8.23A, 8.23B, 8.23C, 8.23D, 8.24A, 8.24B, 8.25A, 8.25B, 8.25C, 8.25D, 8.26C	

Provide the following:

Promotion and retention requirements for students to the next grade and/or graduation.

If mid-year promotions will be granted, explain the rational for advancing a student mid-year. Additionally, state the requirements students must meet and the procedures to be followed in order to promote a student to the next grade level at mid-year.



Promotion and Retention

As a student continuously develops through artistic training or academic coursework, there will be times that a student hits a period of time where they are making great strides and gains, however, there will be periods of plateau. Having a non-negotiable grading policy does not account for when those plateaus and strong gains come and go, but having standards and rewarding effort is paramount.

At Arête and Kaizen Academy, two main grades will be utilized in the Project Based Learning model. Often, PBL incorporates a rubric for the major assessments, these evaluations and others that are similar will be coded as 'Major Evaluations'.

Other tasks and skills that result from summative projects and units will be coded as 'Skill Checks'.

As a strong guideline, Grades 3rd, 4th, and 5th should have close to 50% of their period/semester/final grade weighted on Major Evaluations, and 50% on Skill Checks.

As a strong guideline, Grades 6th, 7th, and 8th should have close to 60% of their period/semester/final grade weighted on Major Evaluations and 40% on Skill Checks.

Students will have four 9 Week periods. Each semester will have two 9 Week periods, and the Semester Average will be the average of each 9 Week Period. The Final Average will be the average of each Semester Average.

Students will have Final Averages for Math, Reading, Science, and Social Studies. If a student earns below a 70 on three of the four subject areas, then the student is eligible for being retained in. However, a Grade Placement Committee will convene if the parent, teacher, or Principal feels that there were extenuating circumstances that should be considered before making the decision to retain. The Grade Placement Committee consists of the parent and at least two staff members with adequate knowledge of the student – ie, 2 subject teachers, 1 teacher and counselor, etc.

The final decision of promotion or retention is made by the principal after the committee submits a recommendation in writing to either recommend promotion, or recommend retention.

Provide the following:

Admissions and enrollment policies, which should include the following:

- The period (both the beginning and the ending dates) during which the applications for admissions will be accepted including a summary of the application process. See TEC §12.117.
- Procedures to be followed in conducting a lottery when a grade or class is oversubscribed, including any exemptions from the lottery. Include whether the charter school will exercise the right to exempt from the lottery returning students, the siblings of returning students, and/or the children of the school's founders and staff (as long as the total number of students allowed constitutes only a small percentage of the total enrollment).
- The approximate date on which a lottery will be conducted, if required.
- Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.
- The non-discrimination statement to be included in the proposed school's admissions policy. See TEC §12.111(a)(5).
- Policies and procedures for the admission of students with documented histories of any of the types of misconduct listed in TEC §12.111(a)(5)(A).
- Enrollment deadlines and procedures.

If the proposed school will specialize in performing arts, discuss whether applicants will be required to demonstrate artistic ability for admission to the school. TEC §12.111(a)(6) permits a charter school specializing in performing arts to have an admissions policy that requires a student to demonstrate artistic ability. In addition, TEC §12.1171 permits a charter school specializing in one or more performing arts to require an applicant to audition for admission to the school.



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Admission and Enrollment Policy

Thank you for considering Arête and Kaizen Academy to serve in educating your child in *academics* and in the *arts*.

Important Please ensure that the following application/enrollment form is completed by August 1st, 2017, to allow them to be entered into the lottery for final enrollment. Lottery is tentatively scheduled to be held on August 11. Applicants will be notified using information provided.

- Application steps:
- 1) Complete application below
 - 2) Be notified of Admittance and Non-Admittance
 - 3) If admitted, be prepared to bring:
 - Social security card
 - Birth certificate
 - Proof of residence (lease, utility bill, etc)
 - School records, grades, State Testing
 - Shot Records
 - Immunization

Applications open March 1st and will remain continuously open throughout the year. However, the applications 'close' for the purposes of the lottery system on August 1st. Any applications received after August 1st are not utilized during the lottery system if a lottery is needed.

Arête and Kaizen Academy is a public charter school and does not discriminate on the basis of se, national origin, ethnicity, religion, disability, academic, artistic, or athletic ability, or the district the child would otherwise attend in accordance with TEC.12.111(a)(5).

Cont'd on next page.



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The Lottery System:

All applications are placed into their specific grade level. Once a grade level becomes 'full', then a lottery system is utilized. If a grade level has two morning sections, and each section has 21 students, then at 42 students, the grade level is at capacity.

If 55 students enroll, then a 'Lottery' is held on August 11th. The first 42 student names will be selected and notified they are gained Admittance into the Academy. The remaining students will be placed on a 'waiting list', if an additional vacancy becomes available due to a withdrawal, transfer, or another reason, the lottery system will be used again to fill that remaining vacancy.

**Exceptions:

Exceptions to the lottery system, which means that the following students will be receive Admittance before the Lottery system begins. Exceptions are limited to:

- Returning students from the previous year
- The sibling of another student already attending the Academy in the previous year
- Founders/Staff Children (if they constitute less than 15% of the grade level)



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Academy Application Form

Which Campus are you applying for?

- Wylie – Dance, Performing Arts
- North Plano – Athletics
- North Dallas – Leadership/Entrepreneurship

Which academic time: Morning Afternoon Either

Primary Guardian: First Name _____ Last Name _____

Secondary Guardian: First Name _____ Last Name _____

Address _____ City _____ State _____ Zip _____

Email: _____ 2nd Email: _____

Cell _____ 2nd Cell _____

3rd phone _____ (type) _____

How did you learn about the Academy? _____

Student's Name, First then Last: _____

Gender: _____ Date of Birth: _____

** Any discipline concerns at previous school? Yes / No

Grade Level for the 17 – 18 School Year: 3rd 4th 5th 6th 7th

** The Academy may provide for the exclusion of a student who has a documented history of criminal offense, a juvenile court adjudication, or discipline problems under Subchapter A, Chapter 37, aligned to TEC.12.111(a)(5)(A). If circled yes, a Leadership Member will meet with you to discuss.

Provide the following:

Discipline policy addressing the following:

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



Student Code of Conduct

The following Code of Conduct shall be utilized by all Campuses associated with Arête and Kaizen Academy. The Academy's fundamental belief revolves around excellence and continuous self-improvement; therefore, students shall be continuously acknowledged and praised for their effort, self-control, and commitment to excellence.

Unfortunately, at times, a student makes poor choices and displays behavior that they later realize was regretful mistake. These minor code infractions shall be managed and corrected to prevent them from reoccurring, however, if a student intentionally harms, breaks Texas law, or knowingly becomes malicious, then these severe infractions will receive an associated severe administrative response.

Each campus will adopt a Positive Behavior Intervention and Support practices at multiple levels paired with a Token Economy. PBIS programs account for the individual needs and culture of a campus. At the campus level, specific behaviors will be emphasized and focused upon to receive a variety of incentives to reinforce and promote those behaviors. The PBIS system will utilized at the classroom level as well – each teacher will have a set of identified behaviors that will be rewarded and acknowledged to and become reinforced.

Examples of behaviors that could be reinforced with the Campus PBIS Program or the Classroom PBIS program include, but not limited to:

- Being actively engaged and participating in class without a reminder from the teacher
- Actively assisting other students
- Perfect attendance
- Reporting issues to school staff that they should be aware of
- Being prepared each day for class
- Asking Higher Order Thinking Questions

Incentives in a Token Economy may include:

- Positive Praise
- Arête Dollars / Kaizen Bucks (printed representations)
- Tokens or Talley Marks
- Change of Seat
- Project of Choice

Consequences

If the reinforcement of positive behavior is continuing to be practice in the classroom, and negative or disruptive behavior is not distinguished on its own, then interventions must be utilized. As a general guideline, interventions should be enforced in the classroom before sent to the campus administrative level.

Interventions used at either the classroom or Campus Leadership level, include but not limited to: Seating changes, verbal correction, behavior contracts, counseling, parent-teacher conferences, ISS, assignment of school duties or tasks, withdrawal of privileges, OSS, expulsion.

Level 1 Infractions will be managed by the classroom teacher. If needed, the teacher will submit an office disciplinary referral to give a wider range of consequences if needed by the Campus Leader.

Level 2+ Infractions and higher shall have a Office Disciplinary Referral submitted to the Campus Leader or designee.

Classroom/Campus Discretionary Consequences Level 1:

Dress code

Classroom Disruptions

Leaving classroom or School

Disobeying Classroom Rules

Discretionary Out-of-School Suspension(OSS) [Campus Leadership Decision]Level 2 :

Repeated referrals to the office (4 or more)

Use of profanity, 2 or less other people heard use

Throwing/hitting objects

Disruptive so that it prevents learning of other students

Threats of hitting or violence

Cheating on a Skills Check

Continuously out of Dress Code (if applicable to specific campus)

Mandatory Out-of-School Suspension(OSS) Level 3:

After two In-School-Suspensions for same behavior

Use of profanity, more than 3 people heard use

Hitting another person (student or staff)

Cheating on Major Evaluation

Bullying

Extortion, Coercion

Intentionally damaging school property

Discretionary Expulsion Level 4:

Assault with bodily injury

Computer security tampering or breach

Criminal Mischief

False alarm or report

Terroristic threat

After 2 Out-of-School Suspensions due to the same behavior

After 3 Out-of-School Suspensions for any behavior

Any discretionary expulsion violation under TEC Code Chapter 37

Mandatory Expulsion Level 5:

ANY OFFENSE in Title 5 of the Penal Code (Offenses against person)

ANY criminal activity preceded by the word 'Aggravated' (ie, Aggravated Assault, Aggravated Robbery)

Arson

Carrying, or bringing a Firearm (including a started gun)

Retaliation against school staff or volunteer

Prohibited Weapons

Drugs

Weapons

Any Mandatory Expulsion violation under TEC Code, Chapter 37

While suspended, or expelled, students are not permitted in the campus grounds for any reason, including any event or activity after school.

Due Process

Any student that is removed from the school environment, OSS or Expulsion, is entitled to a Due Process Hearing. Before the out of school removal (OSS or Expulsion), the Principal or Designee will: a) inform student of allegation, b) hear the students perspective or any other information provided by the student, then c) make the decision in regards to the appropriate level of consequence/discipline.

For any removal of a student (OSS or Expulsion), the Principal or designee is responsible for notifying the student's guardian about the consequence.

If the student is being considered for expulsion, the Due Process Hearing will be held by the Superintendent or designee.

Appeal

The student or parent may:

OSS

A student or parent may make an Appeal from Out of School Suspension to the Superintendent in writing. During the time of the OSS, the student will still serve the consequence, if the appeal is won, then the discipline will be removed from the student's record.

Expulsion

A student or parent may make an Appeal from an Expulsion to the Board of Directors In writing. During the time of the Expulsion, the student will serve the consequence, if the appeal is won, the student will be allowed back on campus and the discipline will be removed from the student's record.

Prolonged Removals from School

If a student is expelled or is removed from the school setting for 10 consecutive days, the Charter will continue to serve a student to prevent academic regression. To continue to serve a student, Central Office Leadership will contact the student/parent to setup a time and location to serve the student on a once, or twice, a week basis at a public location such as a library.

Students with Disabilities

In each consequence involving removal from campus, OSS or Expulsion, regardless of whether the decision concerns a mandatory or discretionary action, Arête and Kaizen Academy will take into consideration a disability that substantially impairs the student to appreciate the wrongfulness of the student's conduct to ensure that infraction was not a manifest of the student's disability.

Parent Contact/Conference

In any type of consequence or incident situation that involves parent contact, is ultimately the responsibility of the campus Principal to contact the parent. All points of the contact should be attempted that the campus has including: phone numbers, emails, and other emergency contact information. If no method of contact is successful after 1 full school day after the incident has occurred, the Campus Leader should contact the Superintendent.

Provide the following:

The code of conduct for the proposed school to address the gun free school statute found in TEC, §12.131, requiring that the governing body of an open-enrollment charter school adopt a code of conduct for its district or for each campus.

The Gun-Free Schools Act (20 U.S. Code § 7151), as re-enacted by the No Child Left Behind Act (NCLB) Act of 2001 (Public Law 107-110), requires a State receiving NCLB funds to have a state law in effect requiring local education agencies (LEAs) to expel any student who is determined to have brought a firearm to school or possessed a firearm at school, for a period of no less than one year. Local education agencies must annually report any expulsion in order to receive NCLB funds.

Charter operators that fail to adhere to the Gun-Free Schools Act are subject to forfeiture of NCLB funds.

Senate Bill 11, as enacted by the 84th Texas Legislature, revised the Texas Penal Code to allow concealed handgun license holders to carry concealed handguns onto the campuses of public higher education institutions or private or independent higher education institutions.

Applicants who propose to operate a charter campus on the premises of an institution of higher education MUST complete this attachment in order to demonstrate policies that will be compliant with the TEC § 37.007.



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Gun Free Policy

All Arête and Kaizen Academy Campuses are Gun Free Zones in accordance with the statute found in TEC 12.131. All campuses will strictly follow this Gun Free Policy.

Any student who brings a firearm to school or possess a firearm at school will be expelled from school for a minimum of one year. Further, due to this being a discipline issue, the student may, or may not be, allowed to return the Academy after the expulsion.

Arête and Kaizen "Campus" includes all school campuses, the administrative building, any facility that is hosting a school event or activity, the parking lot for each type of facility listed above, and in any capacity whereas a school function or activity is being held.

In possession shall mean in areas such as, but not limited to, lockers, purses, backpacks, or automobiles.

Provide the following:

A detailed narrative start-up plan for the school, specifying tasks, timelines, and responsible individuals. The plan should describe the segregation of duties as well as financial fraud and theft prevention.

This plan should align with the start-up budget in the Financial Plan Workbook (*Attachment F3*).



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Start-Up Plan Narrative

2016

January to March:

Increase Time and Effort to Funding and Donations Services
Positions Responsible – CEO and Executive Board

April to June:

Rent Storage Shed for donations
Time and Effort to secure office materials and technology
Recruitment of Teachers
Positions Responsible – CEO and Executive Board

July to September:

Time and Effort to finalize Fundraising donors with a \$200,000 goal by December
Increase community awareness of Charter being Accepted
Host Monthly Public Meeting in different Campuses Areas (continue until March 2017)
Positions Responsible – CEO and Executive Board, C&I Director, Creative Design Director

October to December:

Review and revise Fund Raising Activity contingent on amount generated
Create and Develop PBL Lessons for 3rd through 7th grade all subjects
Increase Community Awareness; Prepared for Kickoff enrollment
Positions Responsible – CEO and Executive Board, C&I Director, Creative Design Director

2017

January through June

Interview and Higher Upper level Staff, Campus Leadership and Higher
Monthly staff meeting, preparing for 1st Day of School
Facility review (finalize location with Contract)
Curriculum Review
Online Enrollment, Paper Enrollment
Positions Responsible – CEO and Executive Board, C&I Director, Creative Design Director

July through August

Assist Campus Leadership in all areas to ensure successful 1st Day of School
Professional Development for Teachers
Positions Response – ALL STAFF

Provide the following:

A detailed budget narrative which includes a description of assumptions and revenue estimates, including, but not limited to, the basis and calculations for revenue projections, staffing levels, and expenditures. The narrative response should specifically address the degree to which the school/campus budget will rely on variable income (e.g., grants, donations, fundraising). Also include any commitments of financial support or pledge letters from parents or other sources.

Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds (e.g. grant award letters, letters of intent, or loan agreements). Explain the basis for assumptions around unsecured/anticipated funding sources.

Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

Provide a detailed year one cash flow contingency, in the event that revenue projections are not met in advance of opening.



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Budget Narrative

Honestly, the current standing of the financial portion of the project is least in strength comparative to all the other sections.

In executive summary; Once the Charter Academy opens its doors, the ability to plan, implement, review, revise, execute and implement again, is a cycle that the CEO and the next 3 prospective staff members have down effectively. This process is constantly used by principals in all levels of education. The main difference between this budget and a campus budget, is the cost and maintenance of the facilities and associated expenses. In regular school districts, the Maintenance and Operations Funds cover this expense. In the charter school area, this expense will have to be balanced in the same fund as everything is paid for.

Currently, since this project is created, and will be implemented, by current campus level leadership individuals and the like, this process of obtaining donations and funds but not being too open about the project for anxiety of possible retaliations and 'black listing' has unfortunately skewed the community and philanthropist awareness that other projects may not have to endure.

The major assumption – once this Charter is awarded, or giving the sense that is likely to be so, we CAN begin a true donation and funding drive. Currently, it is not possible to motivate troops to risk their livelihood without assurance that the risk will pay off. If we receive an okay, or a more than likely approval rating, the Startup Budget will be balanced by Startup Funds.

The calculations of revenue funds for all levels is based on current experience in campus leadership levels, the expenses that we regularly incur, our ability to provide professional development 'in house', and our anticipated enrollment numbers from the parents and community members who we have felt comfortable and secure enough to disclose this project to.

Provide the following:

Using the template provided at <http://tea.texas.gov/charterapp.aspx>, complete the Financial Plan Workbook. Once complete, applicants are instructed to submit this attachment as follows:

Hard Copy — print and provide only the Financial Plan Workbook Summary. This is the RED TAB in the Financial Plan Workbook;

AND

Electronic Submission—The entire Financial Plan Workbook, will be submitted electronically as an MS Excel file.

It is important to budget conservatively and to consider that charter schools often have lower than anticipated attendance rates in the first five years of operation. Therefore, a reasonable planning estimate of \$5,600 per student, which accounts for a daily attendance rate of 80%, should be used when planning and developing the budget.

Note: If using a school district or other charter school as a baseline for supplemental HR forms, make sure the ISD or charter used has the same or close to anticipated average daily attendance (ADA) that the proposed charter is projecting.

Applicants should be aware that the fiscal year of the charter school should end on August 31. Through a grant application process, federal funds may be available for up to 18 months of post-award planning and up to two years of implementation. However, start-up funds are available for no more than three years.

Actual funding depends on the number of eligible charters, the completion of a successful competitive charter grant application, and the continuation of funds from the United States Department of Education. Start-up funding is NOT to be used for budget purposes and, if awarded, will not be available to the sponsoring entity until the contract for charter has been executed, a county-district number has been assigned, and a grant application has been completed and negotiated.

The federal funds may then only be accessed after a request for reimbursement has been submitted. Generally, the 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.

FINANCIAL PLAN WORKBOOK SUMMARY

Sample Charter School

	Year 0 (Start-Up) 2016	Year 1 2018	Year 2 2019	Year 3 2020	Year 4 2021	Year 5 2022
REVENUE						
Total State Revenue		\$ 5,143,022	\$ 7,560,243	\$ 10,433,135	\$ 12,937,087	\$ 13,842,684
Total Federal Revenue		\$ -	\$ -	\$ -	\$ -	\$ -
Total Local and Other Revenue	\$ 5,000	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL REVENUE	\$ 5,000	\$ 5,143,022	\$ 7,560,243	\$ 10,433,135	\$ 12,937,087	\$ 13,842,684
EXPENSES						
Total Administrative Staff Personnel Costs	\$ -	\$ 725,000	\$ 725,000	\$ 739,500	\$ 754,290	\$ 776,919
Total Instructional Personnel Costs	\$ -	\$ 1,560,000	\$ 1,800,000	\$ 1,836,000	\$ 2,041,265	\$ 2,102,503
Total Non-Instructional Personnel Costs	\$ -	\$ 183,000	\$ 183,000	\$ 186,660	\$ 190,393	\$ 196,105
Total Payroll Taxes and Benefits	\$ -	\$ 1,865,808	\$ 2,318,048	\$ 2,364,409	\$ 2,555,971	\$ 2,632,651
TOTAL PERSONNEL, PAYROLL TAXES AND BENEFITS EXPENSES	\$ -	\$ 4,333,808	\$ 5,026,048	\$ 5,126,569	\$ 5,541,919	\$ 5,708,177
Total Contracted Services	\$ -	\$ 22,000	\$ 21,400	\$ 20,830	\$ 20,289	\$ 19,260
Total School Operations	\$ 102,650	\$ 126,500	\$ 87,550	\$ 59,110	\$ 41,980	\$ 31,817
Total Facilities Operations and Maintenance	\$ 6,000	\$ 510,000	\$ 510,000	\$ 510,000	\$ 510,000	\$ 510,000
Reserves and/or Contingency	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL EXPENSES	\$ 108,650	\$ 4,992,308	\$ 5,644,998	\$ 5,716,509	\$ 6,114,187	\$ 6,269,254
NET OPERATING INCOME (before depreciation)	\$ (103,650)	\$ 150,714	\$ 1,915,245	\$ 4,716,626	\$ 6,822,900	\$ 7,573,429
STUDENT ENROLLMENT						
Projected Student Enrollment		900	1,215	1,397	1,603	1,843
Revenue Per Pupil		\$ 5,714	\$ 6,222	\$ 7,468	\$ 8,071	\$ 7,511
Expenses Per Pupil		\$ 5,547	\$ 4,646	\$ 4,092	\$ 3,814	\$ 3,402

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Provide the following:

A copy of the 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 10) found at, [http://tea.texas.gov/Finance and Grants/Financial Accountability/Financial Accountability System Resource Guide/](http://tea.texas.gov/Finance_and_Grants/Financial_Accountability/Financial_Accountability_System_Resource_Guide/).

For organizations less than one year old: If an audit report is not available, provide an unaudited financial report that includes from inception to date:

1. a statement of financial position,
2. a statement of activity, and
3. a cash flow statement.

Arete and Kaizen Foundation
Profit & Loss
 January through November 2015

	Jan - Nov 15
Ordinary Income/Expense	
Income	
Direct Public Support	1,420.00
Individ, Business Contributions	1,420.00
Total Direct Public Support	1,420.00
Total Income	1,420.00
Expense	
Bank Fees	106.50
Business Expenses	
Business Registration Fees	400.00
Total Business Expenses	400.00
Operations	
Advertising Expense	177.45
Postage, Mailing Service	518.72
Total Operations	696.17
Total Expense	1,202.67
Net Ordinary Income	217.33
Net Income	217.33

Page inserted in response
 to completeness review.

Arete and Kaizen Foundation
Statement of Cash Flows
For the period 01/01/2015 - 11/30/2015

Page inserted in response
to completeness review.

Operating Activities

Cash from individual donors	\$ 1,120.00
Cash from corporate donors	300.00
Bank transaction fees paid	(106.50)
Business expenses	(400.00)
General operating and administrative	(696.17)
Net Cash Flow From Operating Activities	<u>\$ 217.33</u>

Investing Activities

Net Cash Flow From Investing Activities	<u>\$ -</u>
---	-------------

Financing Activities

Net Cash Flow From Financing Activities	<u>\$ -</u>
---	-------------

Net Increase/Decrease In Cash

Cash at the beginning of the period	-
Cash at the end of the period	<u><u>\$ 217.33</u></u>

Arete and Kaizen Foundation
Balance Sheet
As of November 30, 2015

	<u>Nov 30, 15</u>
ASSETS	
Current Assets	
Checking/Savings	217.33
Operating Account	217.33
Total Checking/Savings	217.33
Total Current Assets	217.33
TOTAL ASSETS	<u>217.33</u>
LIABILITIES & EQUITY	
Equity	
Net Income	217.33
Total Equity	217.33
TOTAL LIABILITIES & EQUITY	<u>217.33</u>

Page inserted in response
to completeness review.

Business Fundamentals Chk - 7834: Account Activity

Balance Summary:\$117.33 (available as of today 11/01/2015)

View:today 11/01/2015

All Transactions

Date	Description	Status	\$Amount	\$Available Balance
Amount included in Available Balance				
Processing	CHECKCARD 10/30 USPS 4822000202 DALLAS TX	P	-134.80	117.33
Processing	CHECKCARD USPS 4822000202 DALLAS TX ON 10/30	P	-53.92	252.13
Processing	BANK OF AMERICA ATM 11/01 #000000007933 DEPOSIT GARLAND GARLAND TX	P	100.00	306.05

Statement as of 10/31/2015

10/22/2015	BKOFAMERICA ATM 10/22 #000009583 DEPOSIT LEMMON AND INWOO DALLAS TX CKCD...	C	200.00	206.05
10/20/2015	BKOFAMERICA ATM 10/20 #000001587 DEPOSIT GARLAND GARLAND TX CKCD...	C	60.00	6.05
10/15/2015	OVERDRAFT ITEM FEE FOR ACTIVITY OF 10-15 ELECTRONIC TRANSACTION POSTING DATE...	C	-35.00	-53.95
10/15/2015	CHECKCARD 1013 THE DALLAS MORNIN 214-977-7801 TX...	C	-330.00	-18.95
10/01/2015	Monthly Fee for Business Fundamentals	C	-16.00	311.05
09/01/2015	Monthly Fee for Business Fundamentals	C	-16.00	327.05

Statement as of 09/01/2015

08/03/2015	Monthly Fee for Business Fundamentals	C	-16.00	343.05
07/01/2015	Monthly Fee for Business Fundamentals	C	-16.00	359.05

Statement as of 07/01/2015

06/16/2015	CHECKCARD 0614 VISTAPR*VistaPrin 866-6148002 CA 55417345166731661380360...	C	-33.00	375.05
06/16/2015	CHECKCARD 0614 VISTAPR*VistaPrin 866-6148002 CA 55417345166731661380337...	C	-69.45	408.05
06/15/2015	BKOFAMERICA ATM 06/14 #000007978 DEPOSIT GARLAND GARLAND TX CKCD...	C	100.00	477.50

Statement as of 05/30/2015

05/18/2015	Replacement ATM or Debit Card Fee	C	-5.00	377.50
05/15/2015	NON-BANK OF AMERICA ATM FEE REFUND FDES NMO 0006576 123488	C	5.00	382.50

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05/05/2015	PAYPAL DES:INST XFER ID:OTOWNCREATI INDN:ARETE AND KAIZEN FOUND CO...	C	-75.00	377.50
05/04/2015	BKOFAMERICA ATM 05/03 #000001258 DEPOSIT PRESTON LAKES PLANO TX CKCD...	C	200.00	452.50

Statement as of 05/01/2015

04/27/2015	WELLS FARGO 04/26 #000634892 BAL INQ TOLLRD- TTHUMB FEE	C	-2.50	252.50
04/27/2015	WELLS FARGO 04/26 #000634837 BAL INQ TOLLRD- TTHUMB FEE	C	-2.50	255.00
04/27/2015	WELLS FARGO 04/26 #000634782 BAL INQ TOLLRD- TTHUMB FEE	C	-2.50	257.50
04/14/2015	BKOFAMERICA MOBILE 04/14 3346274851 DEPOSIT *MOBILE TX	C	100.00	260.00

Statement as of 04/01/2015

03/11/2015	FORM 1023-EZ DES:USER FEE ID:0000 INDN:VINCENT GARCIA CO ID:2009170002 CCD	C	-400.00	160.00
03/03/2015	Deposit	C	560.00	560.00

Provide the following:

A **credit report** of the sponsoring entity. If the entity was incorporated prior to January 1, 2014, but has no credit history, a response from one of the credit rating agencies must be attached indicating the entity has no credit history.

If the sponsoring entity was incorporated after January 1, 2014, you are not required to provide a credit report and may instead provide a statement attesting, "No documents are being provided because the sponsoring entity was incorporated after January 1, 2014."



Arête and Kaizen Foundation

Excellence in Education and Performance

Credit Report

No documents are being provided because
the sponsoring entity was incorporated after January 1, 2014

Provide the following:

The sponsoring entity's most recently filed (IRS) Form 990, Form 990-N, or Form 990-EZ. For an organization less than one year old, or if a Form 990 is not available, provide a statement that explains why a form 990 is not available.



Arête and Kaizen Foundation

Excellence in Education and Performance

IRS Form 990

The organization is less than one year old and Form 990 is not available.

Provide the following:

Evidence of support from intended community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts. Do **not** provide petitions, meeting sign-in sheets, or other materials that violate the public disclosure policy.

Applicants having no responsive documents to this attachment shall provide the statement, "The applicant has no documents in response to this attachment."



Arête and Kaizen Foundation

Excellence in Education and Performance

Evidence of Other Financial Support

The CEO of Arête and Kaizen Foundation has pledged to donate \$5,000 once the Charter Application is awarded.

The application has no further documents in response to this attachment.

Previous narratives and text areas have continued to show reasoning behind the current lack of financial support, however, several areas of evidence has shown that financial support will come once the charter has been awarded.

Provide the following:

A description of the facility to be used including location, size, and amenities. Charter school facilities must comply with applicable local health and safety requirements and must be prepared to meet applicable city, county, or other local municipality planning review procedures. Describe the basic facility requirements for accommodating the school plan, including anticipated number of classrooms, square footage per classroom, common areas, overall square footage, and amenities.

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



Proposed Facility Description

When identifying a suitable space and location for the charter schools, the Foundation will use multiple types of search engines and criteria, including but not limited to: loopnet.com , cityfeet.com , commercialsearch.com, and craigslist.com.

The idea space will be a facility that has previously been used a Montessori school, day care, private school, or a day camp. Using the university model type of design, the academic area and classrooms will be used in morning sessions, and a different group in the afternoons. Supporting a 3rd - 8th grade grouping, at minimum, if a school can effectively support two sections of each grade, then the idea space will have the ability to serve 12 classrooms - 2 sections of third grade, 2 for fourth, 2 for fifth, 2 for sixth, 2 for seventh, and 2 for eighth. Each section will have no more than twenty one students which equals forty students per grade level. At capacity, twelve sections at twenty one students would support 252 students. 12 rooms would support the primary learning space, an additional four rooms would be idea to support a common space for students, an area for teachers to plan and discuss, a parent conference area, and an open area for a change in learning environment for students.

To create an environment for learning, the idea space would allow for movement and freedom, each classroom should have a square foot area of 672 square feet or higher. This footage would provide a 32 square foot area per child in the classroom at capacity. 16 rooms with 672 square feet would create a needed space for a facility at 10,752 square feet at minimum. For an additional space to prevent clutter, have adequate rest rooms, copying areas, administrative offices, and have storage and other necessities of operating a business, facilities will be considered that have 11,500 square feet or more would be an idea minimum location.

After searching for multiple properties with the above mentioned square footage and pervious ownerships, multiple properties are available that range from \$.90 to \$1.30 per square foot plus triple net on a leasing agreement with the most common cost of \$1 per square foot. A 12,000 sq ft of office space can be leased for \$12,000 a month plus triple net which has been stated to average an additional \$1,000 at the high end.

In creating a leasing agreement that satisfies the Foundation's needed schooling space, financial needs, and environmental needs, if a location had a previous business of office space which smaller than adequate rooming needs, then renovation would need to occur. In discussing terms and agreements with 'build out', the Foundation's Board members have agreed to volunteer to serve in this capacity. Brody Burns has had experience in negotiating 'build out' terms that forward the cost of the renovations to the facility owner and negotiated the repayment of the renovation build out be adding a partial increase per monthly lease cost to offset the cost without having to pay for the service up-front. Travis Hintzel has agreed to voluntarily review the lease agreement, cost, and budget of the facility space, estimated enrollment from the location, projected financial stability with the agreement, as well financial maximum enrollment projections.

Provide the following:

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

Note: Applicants submitting proof of filing with the IRS must provide to the TEA the Determination Letter issued by the IRS granting the entity nonprofit status, no later than Friday, April 15, 2016, in order to be deemed an eligible entity and scheduled for an applicant interview. Failure to submit the Determination Letter will result in the applicant being removed from the application process without the opportunity to interview.

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

DEPARTMENT OF THE TREASURY

Date: MAR 17 2015

ARETE AND KAIZEN FOUNDATION
2407 RIDGECREST DRIVE
GARLAND, TX 75041-1410

Employer Identification Number:
47-2319694
DIN:
26053471001485
Contact Person:
CUSTOMER SERVICE ID# 31954
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
December 31
Public Charity Status:
170(b)(1)(A)(vi)
Form 990/990-EZ/990-N Required:
Yes
Effective Date of Exemption:
August 28, 2014
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

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

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

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

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

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

Letter 5436

ARETE AND KAIZEN FOUNDATION

Sincerely,

A handwritten signature in dark ink, appearing to read "Tamara Riggall". The signature is written in a cursive, flowing style.

Director, Exempt Organizations

Provide the following:

The original Articles of Incorporation filed with the Texas Secretary of State, or the state of incorporation and any restated Articles of Incorporation and Articles of Amendment. If the sponsoring entity was incorporated after January 1, 2006, submit the Certificate of Formation and the Certificate of Filing in place of the Articles of Incorporation.

Form 202
(Revised 05/11)

Submit in duplicate to:
Secretary of State
P.O. Box 13697
Austin, TX 78711-3697
512 463-5555
FAX: 512/463-5709
Filing Fee: \$25



This space reserved for office use.

**Certificate of Formation
Nonprofit Corporation**

FILED
In the Office of the
Secretary of State of Texas

AUG 28 2014

Corporations Section

Article 1 – Entity Name and Type

The filing entity being formed is a nonprofit corporation. The name of the entity is:

Arete and Kaizen Foundation

Article 2 – Registered Agent and Registered Office

(See instructions. Select and complete either A or B and complete C.)

A. The initial registered agent is an organization (cannot be entity named above) by the name of:

OR

B. The initial registered agent is an individual resident of the state whose name is set forth below:

Vincent D Garcia
First Name M.I. Last Name Suffix

C. The business address of the registered agent and the registered office address is:

2407 Ridgcrest Drive Garland TX 75041
Street Address City State Zip Code

Article 3 – Management

The management of the affairs of the corporation is vested in the board of directors. The number of directors constituting the initial board of directors and the names and addresses of the persons who are to serve as directors until the first annual meeting of members or until their successors are elected and qualified are as follows:

A minimum of three directors is required.

Director 1				
First Name	M.I.	Last Name	State	Zip Code
Brody	C	Burns	TX	75075
1301 Custer Rd., #515	Plano		TX	75075
<i>Street or Mailing Address</i>	<i>City</i>		<i>State</i>	<i>Zip Code</i>

RECEIVED

AUG 28 2014

Secretary of State

Director 2				
Travis	M	Hintzel		
<i>First Name</i>	<i>M.I.</i>	<i>Last Name</i>	<i>Suffix</i>	
7001 W. Parker, #1621	Plano	Texas	75093	USA
<i>Street or Mailing Address</i>	<i>City</i>	<i>State</i>	<i>Zip Code</i>	<i>Country</i>

Director 3				
Vincent	D	Garcia		
<i>First Name</i>	<i>M.I.</i>	<i>Last Name</i>	<i>Suffix</i>	
2407 Ridgecrest Dr.	Garland	Texas	75041	USA
<i>Street or Mailing Address</i>	<i>City</i>	<i>State</i>	<i>Zip Code</i>	<i>Country</i>

OR

The management of the affairs of the corporation is to be vested in the nonprofit corporation's members.

Article 4 – Membership

(See instructions. Do not select statement B if the corporation is to be managed by its members.)

- A. The nonprofit corporation shall have members.
- B. The nonprofit corporation will have no members.

Article 5 – Purpose

(See instructions. This form does not contain language needed to obtain a tax-exempt status on the state or federal level.)

The nonprofit corporation is organized for the following purpose or purposes:
 The purpose of Arete and Kaizen Foundation is to commit to the advancement of society in the realm of knowledge and arts and will promote various entities which include educational institutions.

Arete and Kaizen, by definition, is excellence and self-improvement. The foundation supports academic advancement, artistic ambition, and the ability to sustain both at an excellent level.

The following text area may be used to include any additional language or provisions that may be needed to obtain tax-exempt status.

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

No part of the net earnings of Arete and Kaizen Foundation (to referred to as: 'corporation' below) shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article Third hereof. 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 of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

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

Supplemental Provisions/Information

(See instructions.)

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

Organizer

The name and address of the organizer:

Vincent Garcia

Name

2407 Ridgecrest Drive

Garland

Texas

75041

Street or Mailing Address

City

State

Zip Code

Effectiveness of Filing (Select either A, B, or C.)

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

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

C. This document takes effect upon the occurrence of a future event or fact, other than the passage of time. The 90th day after the date of signing is: _____

The following event or fact will cause the document to take effect in the manner described below:

Execution

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

Date: August 25, 2014

Vincent D. Garcia, EdD
Signature of organizer

Vincent D. Garcia, EdD
Printed or typed name of organizer

TEXAS COMPTROLLER of PUBLIC ACCOUNTS

P.O. Box 13528 • AUSTIN, TX 78711-3528



SEPTEMBER 30, 2014

ARETE AND KAIZEN FOUNDATION
2407 RIDGECREST DRIVE
GARLAND, TX 75041

DEAR VINCENT D GARCIA,

The Texas Secretary of State's office notified us that you are the registered agent for this newly established nonprofit corporation. As manager of the Comptroller's Taxpayer Services Division, I would like to give you some information about your corporation's Texas franchise tax responsibilities.

A franchise tax is imposed on each taxable entity formed in Texas or doing business in Texas. Nonprofit corporations are considered taxable entities that must file an annual franchise tax report and public information report. Some nonprofit corporations can apply for an exemption from the tax. If this corporation qualifies for a franchise tax exemption, it may also qualify for exemption from hotel taxes as well as sales taxes on purchases it makes that are necessary to the organization's exempt function.

Application forms for exemption, as well as Guidelines to Texas Tax Exemptions (Pub. 96-1045), are online at www.window.state.tx.us/taxinfo/exempt/#apply, or you can call us at the number below.

Until your application is received and an exemption is granted, your corporation is responsible for filing and paying state franchise tax. The first report is due May 15 of the year following your registration date. If the 15th falls on a weekend, the due date is the next business day. We will mail a letter with filing instructions to the address on file.

I hope this information is helpful. To change the corporation's mailing address, or for any other questions, please call 1-800-252-1381. You can write to us at Exempt Organizations Section, Comptroller of Public Accounts, P.O. Box 13528, Austin, Texas 78711-3528.

Sincerely,

A handwritten signature in cursive script that reads "Bryant K. Lomax".

Bryant K. Lomax
Manager, Taxpayer Services Division

Provide the following:

The original bylaws of the sponsoring entity including any and all amendments made to the original document.

Arête and Kaizen Foundation Bylaws

Adopted December 21, 2014

SECTION 1.

NAME AND STATUS

Section 1.1 Name.

The name of the organization shall be Arête and Kaizen Foundation, hereinafter referred to as the Foundation.

Section 1.2 Non-profit Status.

Arête and Kaizen Foundation shall be a non-profit corporation incorporated and licensed pursuant to the policies and laws of the State of Texas. The Foundation shall be operated for educational and charitable purposes and to promote the enrichment of the arts, excellence, and self-improvement in all areas.

SECTION 2.

OFFICES

Section 2.1 Business Office.

The primary office of Arête and Kaizen Foundation shall be in Collin County, Texas. The Foundation withholds the right to change the geographic location of the primary office at any time and may further develop secondary field offices, as it sees fit.

SECTION 3.

PURPOSE

Section 3.1 Mission.

The purpose for which the Arête and Kaizen Foundation is formed is charitable and non-profit organization as defined under Section 501(c)(3) of the Internal Revenue Service Code, and are:

- a. To support Collin and Dallas county youth and adolescents in all of their endeavors, specifically the study of academics and arts such as (but not limited to):
 - i. dance,
 - ii. martial arts,
 - iii. Olympic sports,
 - iv. and leadership training.
- b. To support various academic opportunities and art events financially and otherwise.
- c. To create and sustain a state educational charter district to support the promotion of youth in academics and art development in a cooperative and enthusiastic manner.
- d. To establish opportunities for youth in Collin and Dallas County to artistically grow and reach their fullest potential as artists, performers, leaders, athletes and individuals.

SECTION 4.

MEMBERSHIP

Section 4.1 Membership.

This organization shall have no members.

SECTION 5.

EXECUTIVE BOARD

Section 5.1 General Powers.

Except as stated otherwise in these Articles (Bylaws), all corporate powers of Arête and Kaizen Foundation shall be under the authority of, and exercised by, its Executive Board.

Section 5.2 Function of the Board.

The Executive Board represents the interests Arête and Kaizen Foundation, the Charter District (or school) if the Foundation is granted a charter holding, and promotion of the excellence of arts and knowledge for adolescents in Dallas and Collin County. The Executive Board will provide the Foundation with policy, guidance, and strategic direction. The Executive Board will oversee the management of the Foundation and its affairs, but holds no rights as to the management of the Foundation. The Executive Board shall select a well-qualified and ethical Chief Executive Officer. The Chief Executive Officer will serve on the Executive Board as an ex-officio officer – without a voting right in board decisions, but will have full consultation rights and be present at meetings. The Chief Executive Officer (CEO) shall also serve as the Superintendent of the charter district (or school), if the Foundation is granted as a charter holder by the State of Texas. The CEO shall obtain a Superintendent License issued by the Texas Education Agency and keep it active. The Executive Board shall focus on long-term goals and vision rather than day-to-day operation and management, empowering the Chief Executive Officer to manage an organization, driven by staff, with efficient Executive Board oversight. In addition, the Executive Board performs the following specific functions, among others:

- a. implements procedures to orient each Director of the Executive Board on the affairs, vision, governance of the Foundation, and to evaluate each Director's performance;
- b. selects, compensates, and evaluates the Chief Executive Officer;
- c. reviews and approves Arête and Kaizen Foundation's strategic plan, budget, operating plan, and academic performance (when granted as a charter holder);
- d. sets policy and provides guidance and direction to the CEO on significant issues facing Arête and Kaizen Foundation;
- e. oversees the financial reporting process and Arête and Kaizen Foundations legal and regulatory compliance program;
- f. reviews and approves financial statements, annual reports, and, if voted and agreed upon, selects an independent auditor for an unqualified report;

g. determines whether Arête and Kaizen Foundation's assets are being properly allocated and protected;

h. ensures that the Executive Board and CEO are properly structured and prepared to act in a case of an unforeseen corporate crisis.

Section 5.3 Qualification.

Each officer of the Executive Board must be a citizen of the United States and eighteen years of age or older. Board members may live in any state in the United States.

A Director shall have high persona and professional integrity, and must have a passion for excellence (Arête) and personal development and improvement (Kaizen). They shall have demonstrated ability and judgment and be effective, in conjunction with other Directors, in serving the long-term interest of the Foundation. Directors should have a high level of experience and capability on Board oversight responsibilities, including in the areas of finance, legal, marketing, fundraising, accounting, management, communications, and academics.

Section 5.4 Number.

The Executive Board shall consist of five (5) total Directors. Each Director shall have an officer position that they have demonstrated qualifications for either through experience, resume, license, or other such factors.

Section 5.5 Election.

The annual election for officers of the Executive Board (Board of Trustees) shall take place in April of each year. The meeting date for the election of officers will be scheduled in May of each year. The new incoming officers will assume duties on June 1. The current board will vote upon new members of the executive board as their position tenure closes.

Section 5.6 Tenure and Term Limits.

The Executive Board members will serve three year terms and will have officer members elected according to a schedule. A Director (officer) shall hold office until the Director's successor is elected and qualified, or until the Director's earlier resignation, removal, incapacity, disability or death.

Directors of the Executive Board shall serve staggered terms. To accomplish this, officer positions will be elected on rotating basis as follows: first class (year 1) – Vice Chairman and Secretary; second class (year 2) – Treasurer and Academic Director; the third class (year 3) – Chairman; then the order will repeat. During the first year of the Foundation, the election period will be skipped, the term of office of the first class shall expire in the spring of 2016 so that the first year of election for the first class will be April, 2016, second class will be April 2017, and the third class will be April 2018.

Section 5.7 Term Limits.

No Director of the Board shall serve more than two (2) consecutive terms in a nine (9) year period.

When a Director is elected or selected to fill a vacancy because of the resignation, removal, incapacity or death of the Director, and the remaining term is for more than two (2) years then such term shall constitute a full term. If the said term is less than 2 years, it will not constitute a full term so the Director may serve two (2) additional full three (3) year terms following completion of the filled vacancy term.

Section 5.10 Resignation, Removal and Vacancies.

An officer's position on the Executive Board may be declared vacant upon the Director's resignation, removal, incapacity, disability, or death. Any Director may resign at any time by giving written notice to the Chairman. Upon the Chairman's resignation, the written resignation will be given to the Board. Such resignation shall take effect at the time specified therein. Unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Directors may be removed by the Board if they fail to attend more than one-half (1/2) of the regular meeting of the Board during any twelve-month (12) period, unless they are to demonstrate to the Board exigent circumstances caused and excused the absences. In such circumstances, the absent Director can be removed by a three-fifths (3/5) vote. Directors may also be removed without cause upon the affirmative vote of four-fifths (4/5) vote; specifically the four (4) Directors may remove the fifth Director if all four (4) Directors are in agreement with the removal and vote accordingly.

Any vacancy occurring in the Executive Board shall be filled as set forth for the election of that Director. A Director elected to fill a vacancy shall be elected for the unexpired term of such Director's predecessor in office.

If the office of the Chairman shall become vacant for any reason, the Executive Board shall appoint an officer in good standing to fill the office of the Chairman. A Chairman elected to fill a vacancy shall be elected by the unexpired term of such Chairman's predecessor in office.

Section 5.11 Regular and Special Meetings.

Officers of the Executive Board are expected to attend in person (or via technology or phone conference) all regularly scheduled Board meetings. Each Director must attend at least one-half (1/2) of the Board meetings during any twelve-month (12) period.

- a. Regular meetings of the Foundation will be held on a monthly basis.
- b. Special meetings of the Foundation will be called by the Chairman at any time.
- c. Special meetings can be called upon by the Executive Board by the written request of three-fifths (3/5) of the Board.

- d. Any business brought before the special meeting and properly voted upon shall have the same effect as matters brought before regular meetings.
- e. Notice of meetings of the Arête and Kaizen Foundation shall be made by public announcement, personal contact, mail, E-Mail, website posting, or other such notice.
- f. Notice of each regular meeting will state the date, time, and place of the meeting as well as a meeting agenda including items that will receive a vote. Notice will be given a minimum of two (2) weeks before the date of the meeting.
- g. In the case of a special meeting, a minimum of two (2) days of notice will be given.
- h. It is the responsibility of each officer to keep current contact information updated within the database managed by the Secretary.
- i. The agenda for the Executive Board meeting shall be a collaborative document set by the Chairman, after consultation with the Chief Executive Officer. Any officer on the Board may request that items be placed on the Board's agenda.
- j. The Chief Executive Officer shall have a right to be present at every regular and special meeting and shall be given notice of each meeting. The CEO shall have the right to speak and offer consultation on all major decisions, and actions, that effect the Foundation and/or the Charter District (or school) in all areas.
- k. Actions taken at a meeting of the Executive Board shall become immediately effective following adjournment of the meeting, except as otherwise specified in these Bylaws or when a definite effective date is explicitly stated in the record of the action taken.

Section 5.12 Quorum.

A quorum at any meeting of the Arête and Kaizen Foundation shall consist of three-fifths of the executive board at said meeting including those participating via technology such as Speek, Uberconference, Skype, or a phone conference. An officer participating via technology will be defined as being 'present' at said meeting. A simple majority vote of such quorum shall decide any proper questions that come before the meeting with a minimum of three (3) identical votes to make a decision - specifically, three (3) votes as 'yay' or three votes as 'nay' for a decision to be made.

The selected Chief Executive Officer shall have the right to be present during the voting action of all meetings except where his or her salary is being voted upon.

Section 5.13 Voting by Proxy.

No officer may vote or act by proxy at any meeting of the Executive Board.

Section 5.14 Action Without a Meeting.

Any action required or permitted to be taken at a meeting of the Executive Board may be taken without a meeting if each and every officer of the Board in writing either: (i) votes for such action; (ii) votes against such action; or (iii) abstains from voting. Each officer

who delivers a writing describe in the section 5.13 to the Foundation shall be deemed to have waived the right to demand that action not be taken without a meeting.

The Executive Board shall have the power to transact business by technology if in the judgment of the Chairman the urgency of the case requires such action.

Section 5.15 Questions of Order and Board Meeting Leadership.

Questions of order shall be decided by the Chairman unless otherwise provided in advance by the Board. The Chairman shall lead meetings of the board. If the Chairman is absent, the Vice-Chairman shall lead the meeting. If both the Chairman and Vice-Chairman is absent, the CEO will chose another officer to service as the presiding officer for the meeting; if the CEO is absent as well, the Board will choose a presiding officer.

The order of business of any meeting shall be as follows:

- a. Roll Call
- b. Secretary's Report
- c. Treasurer's Report
- d. Chairman's Report
- e. Old and Unfinished Business
- f. New Business
- g. Announcements
- h. Review of major decisions and actions (executive minutes of said meeting)
- i. Adjournment

The rules contained in the current edition of Robert's Rules of Order Newly Revised shall govern the Foundation in all cases to which they are applicable and in which they are not inconsistent with these bylaws and special rules of order the Foundation may adopt.

Section 5.16 Open and Closed Meeting Sessions

Ordinarily, all meeting of the Executive Board are public and open to the public. In the event the Chairman, with consent of two (2) officers, deems it appropriate:

- (i) to exclude non-officers, then the Chairman may declare the meeting is closed, or
- (ii) to convene a session to consider and discuss matters relating to personnel, nominations, discipline, budget, salary, litigation, or other sensitive matter, then the Chairman may specifically designate and call a closed meeting. The Chief Executive officer shall have the right to be present at a closed meeting.

Section 5.17 Minutes of Meetings.

Meeting minutes shall be published on the Foundation's website and emailed to all officers. Reasonable effort will be made to publish the minutes within thirty (30) days after completion of the meeting. Minutes will specify the review of major decisions and actions voted upon at the meeting.

Section 5.18 Compensation.

Officers of the Executive Board shall not receive compensation for their service, although reasonable expenses of officers may be reimbursed in accordance with Arête and Kaizen Foundation policies.

SECTION 6.

OFFICERS

Section 6.1 Designation.

The officers of Arête and Kaizen Foundation shall be the Chief Executive Officer, Chairman, Vice Chairman, Secretary, Treasurer, and Academic Director.

Section 6.2 Tenure.

The term of office of the Chairman shall be three (3) years. The newly elected Chairman (Chairman-Elect) shall take office immediately. The Chairman shall hold office until the Chairman's successor is elected and qualified, or until the Chairman's earlier resignation, removal, incapacity, disability or death. All other officers shall have the same tenure practices.

Section 6.3 Authority and Duties of Officers.

The officers of the Foundation shall have the authority and shall exercise the powers and perform the duties specified below and as may be additionally specified by the Board of Directors or these Bylaws, except that in any event each officer shall exercise such powers and perform such duties as may be required by law:

- a. Chairman. The Chairman shall:
 - (i) set all meetings; regular and special meetings;
 - (ii) set meeting agendas (with collaboration with the Chief Executive Officer);
 - (iii) see that all Board commitments, resolutions, and oversight are implemented and carried into effect; and
 - (iii) Exercise such powers and perform such other duties as from time to time may be assigned by the board.
- b. Vice Chairman. The Vice Chairman shall:
 - (i) shall facilitate meetings in the absence of the Chairman;
 - (ii) shall have the same duties and powers as the Secretary in their absence;
 - (iii) shall determine if a quorum is present for authoritative actions at meetings; and
 - (iv) Perform such other duties as from time to time may be assigned to the Vice Chairman by the Chairman or by the Board.
- c. Treasurer. The Treasurer shall:
 - (i) be the custodian of the financial records of the Foundation;
 - (ii) give a verbal (or written) financial executive summary to the board twice a year (with the assistance of the Chief Executive Officer); and
 - (iii) Keep the board informed if the finances become unstable or if there is a foreseeable negative financial situation.
- d. Secretary. The Secretary shall:
 - (i) keep the minutes of the proceedings of the Board;
 - (ii) see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law (the Chief Executive Officer or his/her assigned staff can also send notices to fulfill this requirement);

- (iii) be the custodian of the corporate records;
 - (iv) perform duties incident to the office of Secretary, and
 - (v) Perform other duties as from time to time may be assigned by the Board.
- e. Academic Director. The academic Director shall:
- (i) give direction to the Foundation in meeting the academic needs of the youth the Foundation is designed to serve (with consultation from the Chief Executive Officer);
 - (ii) advise the board in areas of promotion and fund raising for the charter school (if granted by the Texas Education Agency); and
 - (iii) Perform other duties as from time to time may be assigned by the Board.
- f. Chief Executive Officer. The Chief Executive Officer shall:
- (i) serve as an ex-officio officer on the board (without a vote on making Executive Board decisions);
 - (ii) be welcomed at all board meetings (regular and special);
 - (iii) give consultation in all areas of Arête and Kaizen Foundation and with the operations, daily functioning, direction, promotion, organization, and in all aspects of the charter school/district if granted by the Texas Education Agency;
 - (iv) design, and hire a staff as the CEO sees appropriate;
 - (v) assign and hire staff for the charter school as the CEO sees appropriate; \
 - (vi) shall create, develop, and modify a budget for board approval;
 - (vii) shall set compensation rate for the Foundation staff and school staff;
 - (viii) shall make decisions as necessary to promote the vision, mission, and direction for the Foundation and charter school;
 - (ix) promote the Foundation and charter school for donations in funding, attendance of students, support from the community, and reputation of the Foundation and school;
 - (x) shall perform duties and decisions to facilitate the Foundation and school in its mission in accordance with these bylaws;
 - (xi) give appropriate consultation to the Executive Board to provide insight into the financial, legal, academic, operational, facility, human resources, and other aspects in regards to the Foundation and charter school; and
 - (xii) Perform other duties as from time to time may be assigned by the Executive Board or Chairman.

Section 6.4 Restrictions.

Officers the Foundation shall perform their functions with due care and diligence. No individual may serve simultaneously as an officer of AKF and as an officer of another school board or school governing body that is recognized as a school or charter school by the Texas Education Agency (TEA).

Section 6.5 Term Limits.

No Chairman shall serve more than two (2) terms during a nine (9) year period. Other regulations are delineated in section 5.7, 5.8, and 5.9 of these bylaws.

Section 6.6 Compensation.

The Chairman of the Board shall not receive compensation for his or her service as Chairman, although reasonable expenses of the Chairman may be paid or reimbursed in accordance with the Foundation policies; such as travel expenses to other cities outside a 50 mile range for Foundation business and board governance trainings or those trainings mandated by the Texas Education Agency.

SECTION 7.

COMMITTEES

Section 7.1 Committees.

Arête and Kaizen Foundation will have no standing committees.

SECTION 8.

CHIEF EXECUTIVE OFFICER

Section 8.1 Designation

Arête and Kaizen Foundation shall have a Chief Executive Officer.

Section 8.2 Tenure.

The Chief Executive Officer shall be employed by the Executive Board for whatever term the Board deems appropriate. The Chief Executive Officer may be removed by the Executive Board at any time *with cause*, but removal shall not affect the contract rights, if any, of the Chief Executive Officer. If the Chief Executive Officer has a contract of employment with the Foundation, the contract shall provide that the Chief Executive Officer's employment may be terminate by the Executive Board with cause.

Section 8.3 Duties and Responsibilities.

The Chief Executive Officer shall:

- a. Develop a strategy for achieving the Foundation's vision, mission, goals, and objectives and present the strategy to the Executive Board for approval;
- b. Prepare and submit an annual budget for Executive Board approval;
- c. Determine the staff needed to successfully implement the Foundations mission, goals, and objectives within an approved budget;
- d. Oversee the hiring and termination of all staff;
- e. Manage all staff functions directly or by effective delegation;
- f. Oversee the resource generation and allocation of resources;
- g. If any, directly or delegate, coordinate the Foundation's international activities;
- h. Be the public face and appearance for the Foundation;
- i. Perform all functions as usually pertain to the office of the Chief Executive Officer;
- j. Provide guidance in areas unforeseen by these bylaws;
- k. Consult with Executive Board on obstacles to the mission of the Foundation;
- l. Actively work to obtain approval by the Texas Education Agency for a charter school/district;
- m. Increase the reputation of said charter school to broaden the schools influence – such as increased enrollment and attendance, number of schools, school focus and emphasis, acquiring facilities for financial stability, and other areas;
- n. Effectively perform duties assigned in section 6.2f of these Bylaws;
- o. Be informed on updated legal requirements of said charter school;
- p. Perform all functions, duties, and responsibilities that usually pertain to the Superintendent of a school district (or charter school district);
- q. Must maintain an active Superintendent License governed by the Texas Education Agency;
- r. And provide guidance, oversight, direction, and focus decisions in accordance with the Foundation's mission in any areas unintentionally left out of these bylaws, or that may be assigned by the Chairman or Executive Board.

SECTION 9.

COMPLAINT PROCEDURES

Section 9.1 Designation of Complaints.

The following types of complaints may be filed with the Arête and Kaizen Foundation:

Administrative Grievance. The Foundation or any of its employee or staff may file a complaint (grievance) pertaining to any matter within the cognizance of the Arête and Kaizen Foundation, including, but not limited to, any alleged violation or grievance concerning: (i) any Foundational rule or regulation; (ii) if granted a charter, adopted school board policy; or (iii) any provision of Arête and Kaizen Foundation's Bylaws.

Section 9.2 Jurisdiction.

Any employee or staff of the Foundation, by reason of employment, agrees to be subject to these complaint procedures and agrees to be bound by any decisions rendered pursuant to these complaint procedures.

9.3 Complaint Structure.

The complaint structure of the Foundation shall have four (4) levels. The complaint shall be written and filed first with the level one (1). If the response at the level filed is not satisfactory to the complainant, then they may proceed to the next level of structure. The final level is level four (4) – the Executive Board. A complainant may skip a level if the person being complained upon is at the head of that level.

- a. Level one (1) – the immediate supervisor of the area of responsibility. If in a school setting, Level one (1) would be the school principal.
- b. Level two (2) – Human resources. If applicable.
- c. Level three (3) – Chief Executive Officer. Or, if in a school setting, the Superintendent.
- d. Level four (4) - Arête and Kaizen Foundation Executive Board. In a school setting, this board also represents the Charter School District School Board.

9.4 Manner of Filing.

The complainant shall file a written complaint (grievance) with the appropriate level according to section 9.3 of the Bylaws. The complaint shall set forth in clear and concise language, preferably in numbered paragraphs: (i) the alleged violation, grievance, denial or threat to deny, and (ii) the remedy requested. The complainant shall be required to identify themselves and sign the complaint.

9.4 Statute of Limitations.

A complaint filed under these Bylaws shall be filed within one hundred and eighty (180) days of the occurrence of the alleged violation, grievance, denial, or threat to deny.

9.5 Level four (4) complaints and Hearing Panel.

If a complaint is not resolved in the first three (3) levels, the Executive Board will hear the complaint in a Hearing Panel. The Hearing Panel will be appointed by the Executive Board and will consist of at least 3 members of the board. Other disinterested individuals identified by the Executive Board may be appointed to and serve on the hearing panel; members on the panel need not be associated with Arête and Kaizen Foundation or involved in academics, or arts affiliated with the Foundation.

The Hearing Panel shall rule on all motions and other matters raised in the proceeding. The panel shall set such timelines and other rules regarding the proceeding and the conduct of the hearing as it deems necessary. Testimony shall be taken under oath.

The hearing may be conducted by teleconference if necessary or convenient to the parties. Each party shall have the right to appear personally or through a legal representative and have the opportunity to reasonably present or examine evidence, cross-examine witnesses, and to present argument. Members of the hearing panel shall have the right to question witnesses or parties at any time.

Any party may record the hearing, and/or request a court reporter. If a court reporter is requested, they shall be paid by the requesting party. Any transcript shall be paid by the requesting party.

9.6 Due Process Considerations.

Any hearing pursuant to these Bylaws, the parties shall be provided:

- a. Notice of alleged violations or charges in writing and possible consequences if deemed true;
- b. Reasonable time between said notice and the hearing to prepare a defense;
- c. Notice of the identity of adverse witnesses provided in advance of the hearing;
- d. Right to have hearing conducted for the practical schedule for the person charged to attend;
- e. Hearing before a disinterested and impartial body of fact finders;
- f. Right to be assisted in case presentation – including legal counsel (however fees shall be paid by party requesting assistance);
- g. Right to present evidence orally and written;
- h. Right to call witnesses;
- i. Right to cross-examine and confront witnesses, and to call adverse party witnesses;
- j. Right to have a record of the hearing. Any record shall be made available to the Hearing Panel upon request of the hearing panel. If the other party requests record it shall be provided upon payment of one half (1/2) the cost (so that record fee is split upon both parties);
- k. Burden of proof shall be on the proponent of the charge, in at least a “preponderance of the evidence” unless an applicable rule of law provides for a higher burden of proof;

- l. A written decision, with reasons therefore, based solely on the evidence of the record, in a timely fashion; and
- m. Written notice of appeal procedures, if the decision is adverse to the person charged, and the prompt and fair adjudication of any appeal.

Section 9.7 Decision.

A decision shall be determined by a majority of the hearing panel. The hearing panel's decision shall be in writing and distributed to the parties.

Section 9.8 Arbitration.

Any party may appeal a decision of the hearing. If a party appeals the hearing decision, it is mandatory that the matter be sent to the American Arbitration Association. The arbitrator shall have the authority to hear the matter anew or render a decision on a more limited review. The arbitrator may give whatever weight or authority to the Hearing Panel's decision as the arbitrator deems appropriate. The arbitrator's decision is final and binding.

SECTION 10.

RECORDS OF THE FOUNDATION

Section 10.1 Minutes.

Arête and Kaizen Foundation shall keep permanent records of minutes of all Executive Board meetings and actions taken.

Section 10.2 Accounting Records.

The Foundation shall maintain appropriate accounting records.

Section 10.3 Records in Written Form.

The Foundation Shall maintain its records in written form or in another form capable of conversation into written form within a reasonable time.

Section 10.4 Website.

The Foundation shall maintain a website that gives information about the Foundation, mission, charter schools (if any), volunteerism, employment opportunities (if any), donation opportunities, and other such relevant matters. The most recent and updated form of these Bylaws will also be posted there, as well as a recent financial statement and 990 Form filed with the Internal Revenue Service.

Section 10.5 Records Maintained.

The Chief Executive Officer of Arête and Kaizen Foundation will develop an organized method and location to keep a copy of each of the following records in a single location:

- a. Articles of Incorporation;
- b. The Foundation Bylaws;
- c. Minutes of all meetings of the Executive Board;
- d. Records of all actions taken by the Executive Board with, and without, a meeting for a minimum of three (3) years;
- e. Any corporate reports delivered to state officials or offices;
- f. All financial statements prepared for the last three (3) years;
- g. Arête and Kaizen Foundation's application for recognition of exemption and the tax-exemption determination letter issued by the Internal Revenue Service; and
- h. All other documents or records required to be maintained and stored by the Foundation under applicable law or regulation.

Section 10.6 Inspection of Records by Executive Board Officers.

The following rights and restrictions shall apply to the inspection of records by Executive Board Officers:

- a. An Executive Board Officer shall be entitled to inspect, and copy, any records of the Foundation described in section 10.5, provided a given written notice to the Chief Executive Officer and Chairman at least five (5) business days before the officer wishes to inspect and copy such records.

- b. Upon written request of Executive Board Officer, the Foundation shall mail to such officer its most recent annual financial statements showing in reasonable detail its assets and liabilities and results of its operations.
- c. Scope of Officer's Inspection Rights.
 - i. Agent or Attorney. The officer's duly authorized agent or attorney has the same inspection and copying rights at the officer.
 - ii. Right to Copy. The right to copy records under these Bylaws includes, if reasonable, the right to receive copies made by photographic, xerographic, electronic, or other means.
 - iii. Reasonable Charge for Copies. Arête and Kaizen Foundation may impose a reasonable charge covering the costs of labor and materials for copies of any documents provided to an officer outside of a regular Executive Board meeting. The charge may not exceed the estimated cost of production and reproduction of the records.
 - iv. Litigation. These Bylaws shall not limit the right of an officer to inspect records to the same extent as any other litigant if the officer is in litigation with the Foundation, or the power of a court to compel the production of corporate records for examination.

SECTION 11.

FIDUCIARY MATTERS

Section 11.1 Indemnification.

Arête and Kaizen Foundation shall defend, indemnify and hold harmless each officer, director, and staff member from and against all claims, charges and expenses which he or she incurs as a result of any action or lawsuit brought against such officer, director, or staff member arising out of the latter's performance of his or her duties in Arête and Kaizen Foundation, unless such claims, charges and expenses were cause by fraud or willful misconduct on the part of said officer. Indemnification is to the maximum extent allowable by law.

Section 11.2 Discharge of Duties.

Each officer of the Executive Board shall discharge his or her duties:

- (i) in good faith,
- (ii) with the care an ordinarily prudent individual in a like position would exercise under similar circumstances, and
- (iii) In a manner the officer reasonably believes to be in the best interests of the Foundation.

Section 11.3 Conflicts of Interests

If any officer of the Executive Board has a financial interest in any contract or transaction involving Arête and Kaizen Foundation, or has an interest adverse to the Foundation's business affairs, and that individual is in a position to influence a determination with regard to the contact, transaction or business affair, such individual shall:

- (i) disclose the conflict of interest,
- (ii) not participate in the evaluation of the contract, transaction or business affair and,
- (iii) Not vote on the contract, transaction or business affair.

Section 11.4 Prohibited Loans.

No loans shall be made by the Foundation to the Chairman, to any officer of the Executive Board, or to any staff or Foundation employee.

SECTION 12.

FINANCIAL MATTERS

Section 12.1 Fiscal Year.

Arête and Kaizen Foundation fiscal year shall commence January 1 and end on December 31 of each year.

Section 12.2 Budget.

The Foundation shall have an annual budget.

Section 12.3 Audit.

Each year, the Foundation shall have an annual unqualified audit of its books and account by an independent certified public accountant. The officers of the Executive Board shall be provided the auditor's report.

Section 12.4 Individual Liability.

No individual officer of the Executive Board shall be personally liable in respect of any debt or other obligation incurred in the name of Arête and Kaizen Foundation pursuant to the authority granted directly or indirectly by the Foundation.

Section 12.5 Irrevocable Dedication and Dissolution.

The property of Arête and Kaizen Foundation is irrevocably dedicated to charitable purposes, and no part of the net income or assets of Arête and Kaizen Foundation shall ever inure to the benefit of any officer, Chairman, ex-officio, staff member, or private person. Arête and Kaizen Foundation is organized and operated for charitable purposes and shall apply for tax exempt status under Section 501(c)(3) of the Internal Revenue Code and will amend these Bylaws accordingly after status is granted.

SECTION 13.

MISCELLANEOUS PROVISIONS

Section 13.1 Severability and Headings.

The invalidity of any provision of these Bylaws shall not affect the other provisions of these Bylaws, and in such event these Bylaws shall be construed in all respects as if such invalid provision were omitted.

Section 13.2 Savings Clause.

Failure of literal or complete compliance with any provision of these Bylaws in respect of dates and times of notice, or the sending or receipt of the same, or errors in phraseology of notice of proposals, which in the judgment of the officers of the Board do not cause substantial injury to the rights of the officers, shall not invalidate the actions or proceedings of the officers at any meeting.

Section 13.3 Non-discrimination Policy.

The Arête and Kaizen Foundation is dedicated to the principals of equal employment opportunity in any and all terms, conditions or privileges of employment including hiring, promotions, termination, training, and compensation. The Foundation does not discriminate against applicants or employees on the basis of age, sex, race, color, religion, national origin, disability, veteran status, sexual orientation, gender identity or expression, genetic information or any other status protected by federal, state or local law, where applicable.

SECTION 14.

AMENDMENTS OF BYLAWS

Section 14.1 Amendments.

These Bylaws may be amended, repealed, or altered, in whole or in part, and new Bylaws may be adopted, only by an agreement of three count vote or more, at any meeting duly called and at which a quorum is present, provided, however, that any meeting at which a change, repeal or alteration to the Bylaws, in whole or part, is contemplated must state such change in the Agenda as a separate item and said Agenda shall be disseminated amongst the Executive Board officers at least thirty (30) days in advance of the meeting at which such item is to be addressed.

SECTION 15.

APPROVAL OF BYLAWS

Section 15.1 Approval.

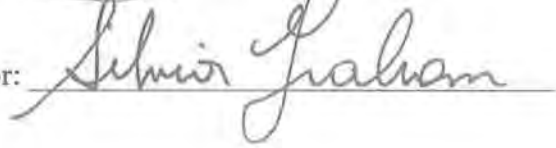
These Bylaws were adopted by the Arête and Kaizen Foundation Executive Board at its December 2014 meeting to be effective immediately. Adoption of these by-laws will be recorded in the official minutes of the December 21, 2014 Arête and Kaizen Foundation meeting.

Brody Burns, Chairman: 

Jake Lease, Vice Chairman: 

Travis Hintzel, Secretary: 

Luisa Frias, Treasurer: 

Silvia Graham, Academic Director: 

Appendix A:

Introduction to Robert's Rules of Order

What Is Parliamentary Procedure?

It is a set of rules for conduct at meetings that allows everyone to be heard and to make decisions without confusion.

Why is Parliamentary Procedure Important?

Because it's a time tested method of conducting business at meetings and public gatherings. It can be adapted to fit the needs of any organization. Today, Robert's Rules of Order newly revised is the basic handbook of operation for most clubs, organizations and other groups. So it's important that everyone know these basic rules!

Organizations using parliamentary procedure usually follow a fixed order of business. Below is a typical example:

- 1.Call to order.
- 2.Roll call of members present.
- 3.Reading of minutes of last meeting.
- 4.Officers reports.
- 5.Committee reports.
- 6.Special orders --- Important business previously designated for consideration at this meeting.
- 7.Unfinished business.
- 8.New business.
- 9.Announcements.
- 10.Adjournment.

The method used by members to express themselves is in the form of moving motions. A motion is a proposal that the entire membership take action or a stand on an issue. Individual members can:

- 1.Call to order.
- 2.Second motions.
- 3,Debate motions.
- 4.Vote on motions.

There are four Basic Types of Motions:

1. **Main Motions:** The purpose of a main motion is to introduce items to the membership for their consideration. They cannot be made when any other motion is on the floor, and yield to privileged, subsidiary, and incidental motions.
2. **Subsidiary Motions:** Their purpose is to change or affect how a main motion is handled, and is voted on before a main motion.
3. **Privileged Motions:** Their purpose is to bring up items that are urgent about special or important matters unrelated to pending business.
4. **Incidental Motions:** Their purpose is to provide a means of questioning procedure concerning other motions and must be considered before the other motion.

How are Motions Presented?

- 1. Obtaining the floor
 - ◻ a. Wait until the last speaker has finished.
 - b. Ask to be recognized by the Meeting Chairman (usually the Chairman) for the purpose of making a motion.
 - c. Wait until the Meeting Chairman recognizes you.
- 2. Make Your Motion
 - a. Speak in a clear and concise manner.
 - b. Always state a motion affirmatively. Say, "I move that we ..." rather than, "I move that we do not ...".
 - c. Avoid personalities and stay on your subject.
- 3. Wait for Someone to Second Your Motion
- 4. Another member will second your motion or the Meeting Chairman will call for a second.
- 5. If there is no second to your motion it is lost.
- 6. The Meeting Chairman States Your Motion
 - a. The Chairman will say, "it has been moved and seconded that we ..." Thus placing your motion before the membership for consideration and action.
 - b. The membership then either debates your motion, or may move directly to a vote.
 - c. Once your motion is presented to the membership by the chairman it becomes "assembly property", and cannot be changed by you without the consent of the members.
- 7. Expanding on Your Motion
 - a. The time for you to speak in favor of your motion is at this point in time, rather than at the time you present it.
 - b. The mover is always allowed to speak first.
 - c. All comments and debate must be directed to the meeting chairman.
 - d. Keep to the time limit for speaking that has been established.
 - e. The mover may speak again only after other speakers are finished, unless called upon by the Meeting Chairman.
- 8. Putting the Question to the Membership
 - a. The Meeting Chairman asks, "Are you ready to vote on the question?"
 - b. If there is no more discussion, a vote is taken.
 - c. On a motion to move the previous question may be adapted.

Voting on a Motion:

The method of vote on any motion depends on the situation and the by-laws of policy of your organization. There are five methods used to vote by most organizations, they are:

- 1. By Voice -- The Chairman asks those in favor to say, "aye", those opposed to say "no". Any member may move for a exact count.
- 2. By Roll Call -- Each member answers "yes" or "no" as his name is called. This method is used when a record of each person's vote is required.
- 3. By General Consent -- When a motion is not likely to be opposed, the Chairman says, "if there is no objection ..." The membership shows agreement by their silence, however if one member says, "I object," the item must be put to a vote.
- 4. By Division -- This is a slight verification of a voice vote. It does not require a count unless the chairman so desires. Members raise their hands or stand.
- 5. By Ballot -- Members write their vote on a slip of paper, this method is used when secrecy is desired.

There are two other motions that are commonly used that relate to voting.

- 1. Motion to Table -- This motion is often used in the attempt to "kill" a motion. The option is always present, however, to "take from the table", for reconsideration by the membership.
- 2. Motion to Postpone Indefinitely -- This is often used as a means of parliamentary strategy and allows opponents of motion to test their strength without an actual vote being taken. Also, debate is once again open on the main motion.

Parliamentary Procedure is the best way to get things done at your meetings. But, it will only work if you use it properly.

- 1. Allow motions that are in order.
- 2. Have members obtain the floor properly.
- 3. Speak clearly and concisely.
- 4. Obey the rules of debate.
- 5. Most importantly, *BE COURTEOUS*.

Provide the following:

Using the template provided at <http://tea.texas.gov/charterapp.aspx>, submit a notarized, Board Member Biographical Affidavit completed by each member of the proposed school's governing board.

All prompts and response boxes shall be completed. If a prompt does not apply to the member, enter a response of N/A followed by a brief explanation of why the prompt does not apply. Ensure that the anticipated role to be filled at the proposed charter is identified.

Name of proposed charter school: Arete and Kaizen Academy

Name of sponsoring entity: Arete and Kaizen Academy

BACKGROUND

Full Legal Name: Brody Cole Burns

Home Mailing Address: 1301 Custer Road #515 Plano, TX 75075

Phone Number: 469-233-0968

E-mail Address: [REDACTED]

Business Name: Academy of Classical Karate

Business Mailing Address: 1301 Custer Road #515 Plano, TX 75075

Phone Number: 972-424-8870

E-Mail Address: planodojo@planodojo.com

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

Yes No, does not apply to me

If Yes, state the name of the entity: Champions Foundation

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

I wanted to see a change in the current education model taught in public schools in my area. I was excited to hear the ideas of Dr. Garcia about creating an educational model that fosters academic excellence while allowing students to develop their passion in arts and personal development. By serving on the board, I can be an active part of the success of the charter school.

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

A board member provides input, advice and direction for the charter school. They are accountable for the overall success of the charter school and making sure the staff and administration of the charter school have the resources needed to successfully execute the mission of the charter school.

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

I am on the board for a non-profit organization, the Champions Foundation, that is designed to promote elite athlete performance among youth players. The organizations is in 5 states and requires coordination with board members and staff across the USA.

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

I am a small business owner who teaches children and adults in character development and sports. I have experience in balancing the need for a quality education and the pursuit of a passion in the arts or sport so I understand the overall vision of this charter school.

SCHOOL MISSION AND PROGRAM

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

Arete and Kaizen Academy is designed to create an educational model that promotes academic excellence while allowing students to pursue their passion in the arts or sports.

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

The educational program will consist of concentrated blocks of learning by highly motivated teachers, with specific blocks of time given to students to further study their passion in the arts or sports.

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

Schools that promote a positive learning environment, allow individual expression and growth in areas outside of academics are successful schools. Schools that hold students accountable for their academic growth but do not stifle the students passion for activities outside of school.

4. How will you know that the school is succeeding (or not) in its mission?

If students are able to meet academic requires mandated by the state while continuing to show growth and development in the development of their passions outside of standardized academics, the school will be successful. A quality education is paramount and students will see the value of academic growth, but will be able to gain the personal confidence, joy and strength from pursuing activities they truly love in the arts and sports.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The board will provide input and direction to the CEO. The board will stay out of day to day operations and will allow the CEO and administrative staff to handle those operations. The board will help direct the CEO and administrative staff on tactics and methods to maintain the vision and mission of the school. The board will collaborate with members of the community to better understand the needs of the community and how this school and meet those needs.

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

The school will be successful if it is able to show documented growth in membership and improved methods of operation. The school will be successful if a majority of the initial students are retained and satisfied with the academic growth provided by the school.

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

The school will be successful if after 4 years, the membership as show documented growth each year and has successfully developed and improved its' operations to maximize academic success while allowing the students to pursue their passion in the arts or sports. The school will be successful if the retention of the original students is maintained and the students and parents are satisfied with the academic growth and success promoted at the school.

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

The board will need to ensure the CEO is properly executing his duties and maintaining the vision and mission the board has provided. The board will need to actively reach out to members of the community to promote the school and describe the mission of the school. The board will need to be active in the development of a strong community group that will help support and contribute to the school.

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

If a member of the board is acting unethical or not in the best of the school, it would be addressed immediately. Depending on the nature of the behavior, it may require a special meeting of the board and a vote to remove the board member based on cause. All members of the board would be held to a high standard of behavior and would be expected to actively promote and work toward the success of the school. I would encourage all board members to work in the best interest of the school.

DISCLOSURES

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

- Yes No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

We know each via casual friendships and a love for a common sport.

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

- Yes No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

I know the CEO, Dr. Garica as a personal friend for several years.

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

- Yes No, I/we do not know any such persons

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

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

- Yes No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

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

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

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

If yes, describe the precise nature of your relationship.

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

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

If yes, describe the precise nature of your relationship.

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

Academy of Classical Karate, LLC
WIKF USA - Not for profit
Champions Foundation - 501c3

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

I have no experience with charter schools.

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

Yes Does not apply to me.

If yes, state the compensation you expect to receive.

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

Yes Does not apply to me.

If yes, describe the precise nature of your relationship.

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

Yes Does not apply to me.

If yes, describe the precise nature of your relationship.

[Empty box for relationship description]

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

Yes Does not apply to me.

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

[Empty box for conviction information]

CERTIFICATION

I, Brody C Burns, 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

[Handwritten Signature]

Date

10/27/15

Verification

State of TEXAS

County of COLLIN

On this day, 10/27/15 BRODY BURNS (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 27 day of October, 2015.

(Notary Public) Shabnam Kasturi

My commission expires May 29, 2019



Name of proposed charter school: Arete and Kaizen Academy

Name of sponsoring entity: Arete and Kaizen Foundation

BACKGROUND

Full Legal Name: Joseph Jacob Lease

Home Mailing Address: 6255 W Northwest Hwy, #317, Dallas, TX 75225

Phone Number: 214.500.4292

E-mail Address: [REDACTED]

Business Name: Dallas Sports Commission

Business Mailing Address: 325 N St Paul St, Ste 700, Dallas, TX 75201

Phone Number: 214.571.1056

E-Mail Address: jake@dallasports.org

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

Yes No, does not apply to me

If Yes, state the name of the entity: [REDACTED]

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

I believed in the vision that Dr. Garcia presented for a new model of education and pursuit of excellence. Tailored programs for individuals that allow for their success both academically and in their identified area will lead to well developed students who are prepared for success in multiple arenas.

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

To provide oversight to the staff to ensure that the school is being appropriately managed per the mission and goals of the institute. In addition, to set the broad based plan and then allow the staff to execute the plan under a qualified leader.

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

I have worked in non-profit organization for over 15 years and have also consulted to a number of non-profit boards.

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

Having worked for a number of small non-profits, I am knowledgeable at having to be efficient and find ways to be cost effective while being highly successful.

SCHOOL MISSION AND PROGRAM

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

The school is committed to the advancement of society in the realm of knowledge and arts by supporting academic advancement, artistic ambition, and the ability to sustain both.

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

The students will be able to devote time to their academic studies as well as to pursue passions such as the arts or athletics. Excellence in both realms will be the standard as students take ownership of their individual learning plans.

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

Tailored programs fitted to individuals rather than structured one-size fits all models are the most successful model in my opinion.

4. How will you know that the school is succeeding (or not) in its mission?

By working closely with the chief executive and monitoring progress continually throughout the year.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The board will take a lead role in issues such as budget and finance, policies, and oversight.

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

By working closely with the chief executive, we will monitor progress continually from both an academic and financial point of view. At year's end, we should expect to be financially solvent with a solid plan for the future years and have the academic goals of our students attained.

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

Through the development, implementation, and review of a long term strategic plan, and the monitoring of goals developed in that plan.

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

Financial stability will be key. This will allow us to ensure we have the best educators and programming available. The board will need to take a lead role in ensuring this.

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

Open and honest discussion must be the guiding principle here. Should a perceived issue arise, it must be addressed quickly within the guidelines and policies of the school.

DISCLOSURES

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

- Yes No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

I have know the Chairman and Secretary in a personal friendship for over 10 years.

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

- Yes No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

I have know the chief executive for over 5 years as a personal friend.

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

- Yes No, I/we do not know any such persons

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

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

- Yes No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

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

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

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

If yes, describe the precise nature of your relationship.

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

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

If yes, describe the precise nature of your relationship.

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

N/A

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

N/A

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

Yes Does not apply to me.

If yes, state the compensation you expect to receive.

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

Yes Does not apply to me.

If yes, describe the precise nature of your relationship.

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

Yes Does not apply to me.

If yes, describe the precise nature of your relationship.

[Empty box for relationship description]

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

Yes Does not apply to me.

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

[Empty box for conviction information]

CERTIFICATION

I, Joseph J Lease, 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

[Handwritten signature]

Date

Nov 1, 2015

Verification

State of

Texas

County of

Dallas

On this day, November 1, 2015, Joseph J Lease (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

1

day of

November, 20 15

(Notary Public)

[Handwritten signature: Sharon S. Davis]

(Seal)

My commission expires

May 27, 2016



Name of proposed charter school: Arete and Kaizen Academy

Name of sponsoring entity: Arete and Kaizen Foundation

BACKGROUND

Full Legal Name: Travis Hintzel

Home Mailing Address: 7001 W Parker Rd. Apt 1621, Plano, TX 75093

Phone Number: 513-407-1879

E-mail Address: [REDACTED]

Business Name: Vending At Your Service, LLC

Business Mailing Address: 7001 W Parker Rd. Apt 1621, Plano, TX 75093

Phone Number: 307-622-1720

E-Mail Address: vendingays@outlook.com

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

Yes No, does not apply to me

If Yes, state the name of the entity: [REDACTED]

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

I am very passionate about the idea of chasing your dreams. So many of us never have the opportunity to do so. Through this charter school's vision, children will be able to pursue their passions from a young age, learning valuable life skills not taught through traditional education methods.

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

The Board is the oversight for the superintendent of the Charter. Collectively, the Board makes impactful decisions regarding budgetary and high level decisions for the overall Charter.

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

I served as a senior auditor at a regional accounting firm. In my role, I had regular exposure to C-level executives and had discussions regarding intricate details of their companies and how they are run. It was my job to assess risk, understand financial information, assessment of internal controls within the company and maintain professional skepticism of information that was presented. I performed several non-profit audits, for which I was the lead.

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

Through my previous experience, I sat in on several board meetings for companies under audit. I possess a strong understanding of financial reporting and financial management. In my previous employment, I assisted in budget creation for audits and assessment of risk.

SCHOOL MISSION AND PROGRAM

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

Arete and Kaizen Foundation has an underlying belief that pursuit of education and performance are not two separate ideas. These pursuits feed from each other and hard work in one area can often benefit the other. The Foundation aims to combine the pursuits for its students and allow them to reach their full learning potential.

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

The school will aim to provide an outstanding learning experience for its students by hiring seasoned professionals. Our CEO has experience in the education field and currently serves as a principal for DISD. We will defer to his expertise regarding the hire of experienced staff. Additionally, the school will develop the student's passions through screening professionals in the student's chosen passion and monitoring the student's progress with that professional.

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

I believe that the most important characteristic is hiring staff that believes in the goals and missions of the school. Secondly, I believe that we need to mix up the learning environment. Traditional lecture is a past way of learning and research shows that students learn more in an interactive learning environment. This is exactly what the Foundation aims to do through its programs.

4. How will you know that the school is succeeding (or not) in its mission?

We want to make sure that each student has the opportunity to pursue their passions. The school also plans to monitor the student's grades to assure that a balance is made between their education and their passion.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The Board will oversee the Superintendent and assist in budget creation. Initially, the board will also play a part in the school's setup and oversee fundraising efforts.

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

Prior to the year, we will project a budget and student count. I will consider us successful if we are in a financially stable position at the end of the year, within our budget by a 5-7% margin and receiving positive feedback from students and parents regarding our teaching methods.

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

In four years, we expect that the entity will be able to stand on its own financially. Additionally, I would like to see expansion of the school capacity through building expansion and/or additional sites added to the charter.

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

- 1) Creation of budget based on projected students and financial assistance through donations
- 2) Assistance to CEO in obtaining donations to assure that the charter is financially stable going into its first year
- 3) Monitoring the charter to assure that we are on track with our goals and mission

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

If suspicion of a member acting unethically occurred, it would immediately be brought to the attention of the board by the other members. The action would be discussed during a formal board meeting, at length, and a vote would be cast to rectify the situation, as needed.

DISCLOSURES

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

- Yes No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

Brody Burns - Chairman - Karate instructor, Jake Lease - Assistant Chairman - Former CEO of USANKF (of which I am a member)

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

- Yes No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

Dr. Vincent Garcia - CEO - Personal acquaintance

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

- Yes No, I/we do not know any such persons

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

N/A

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

- Yes No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

N/A

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

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

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

If yes, describe the precise nature of your relationship.

N/A

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

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

If yes, describe the precise nature of your relationship.

N/A

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

Vending At Your Service, LLC - Managing Member - 100% owner

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

None

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

Yes Does not apply to me.

If yes, state the compensation you expect to receive.

N/A

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

Yes Does not apply to me.

If yes, describe the precise nature of your relationship.

N/A

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

Yes Does not apply to me.

If yes, describe the precise nature of your relationship.

N/A

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

Yes Does not apply to me.

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

N/A

CERTIFICATION

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

Signature 

Date 10/29/2015

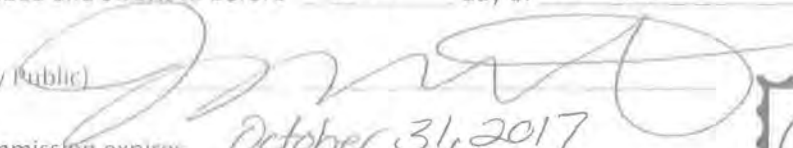
Verification

State of Texas

County of Collin

On this day, Travis Hintzel (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 29th day of October, 2015.

(Notary Public) 

My commission expires October 31, 2017



Name of proposed charter school: Arete and Kaizen Academy

Name of sponsoring entity: Arete and Kaizen Foundation

BACKGROUND

Full Legal Name: Luisa G. Frias

Home Mailing Address: 3710 Red Oak Street, Sachse, TX 75048

Phone Number: 972-814-8860

E-mail Address: [Redacted]

Business Name: luluSYNC

Business Mailing Address: 3710 Red Oak Street, Sachse, TX 75048

Phone Number: 972-814-8860

E-Mail Address: lulu@lulusync.com

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

Yes No, does not apply to me

If Yes, state the name of the entity: NA

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

The motivation to serve on the board of this charter school is to breathe inspirational vision into what education could be. The traditional learning journey is simply one way to learn, by providing yet another access point to education, there could be an invitation for the love of lifelong learning to occur that was previously unattainable.

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

The board members have different governing operational management roles, yet need to be anchored in majority consensus in pushing boundaries to ensure that our vision is met and in continual alignment on a consistent basis while growing organically and serving our students, our school, and our community.

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

This will be a new experience for me; however, I am a business owner, have served in various roles in the corporate sector, non-profit sector, and the Texas education system. The key capability that I bring to the collective group is the ability to pinpoint growth excellence as a business strategist/analyst and to complement my weaknesses by bringing on others with differing strengths, aside from my own.

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

I'm well versed in aspects of business building, growth hacking, marketing, consumer experience, and project management and big picture implementation of growth strategy.

I hold multiple degrees in both business and education.

SCHOOL MISSION AND PROGRAM

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

Arête and Kaizen Foundation is a nonprofit organization that has a mission to the commitment of the advancement of society in the realm of knowledge and arts. Arête and Kaizen Foundation, excellence and self improvement, supports academic advancement, artistic ambition, and the ability to sustain both at an excellent level. This means that students are guided in principles of excellence in both scholastic endeavors as well as performance opportunities supporting a well-rounded education.

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

Similar to a 3 days on/2 days of the University Model is a big differentiator in our programming.

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

Leaders that see the vision and are willing to place the right people in the right posts to make it happen together is one prevailing characteristic of success. There are also the aspects of clarity, excellence in programing, quality of the execution of the curriculum, growth analysis, and constant receipt of feedback and implementation of tested recommendations.

4. How will you know that the school is succeeding (or not) in its mission?

Metrics anchored in results is one concrete way to measure success. Defined initial objectives will define the process and the modification therein.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The board is the governing body to actualize the vision through action and implementation.

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

Grade-level competency determinations as proposed by our board/team/educators and parents.

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

After four years, organic growth should be apparent, and the metric of retention, both of students, and educators should be distinguished in both qualitative and quantitative snapshots.

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

Continual assessment of what is working and ability to revise procedures/protocols if necessary, all the while keeping operational costs low.

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

Bring it to the attention of the individual, and if necessary escalate the situation to the board to have a resolution that does not breach ethical standards.

DISCLOSURES

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

- Yes No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

We have met for multiple board meetings.

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

- Yes No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

I know many people in multiple school districts.

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

- Yes No, I/we do not know any such persons

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

There are many individuals I know on a personal level that either work for or with schools/districts. However, there are no current plans for them to have charter transactions.

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

- Yes No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

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

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

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

If yes, describe the precise nature of your relationship.

I have considered to help write curriculum if necessary and/or help with organizational management in the future. However if I am contracted/paid for this service, I will resign from board involvement first.

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

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

If yes, describe the precise nature of your relationship.

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

Business owner - luluSYNC

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

No previous charter school involvement

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

Yes Does not apply to me.

If yes, state the compensation you expect to receive.

I plan to help create curriculum, although initial compensation is not expected. See question #5.

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

Yes Does not apply to me.

If yes, describe the precise nature of your relationship.

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

Yes Does not apply to me.

If yes, describe the precise nature of your relationship.

[Empty box for relationship description]

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

Yes Does not apply to me.

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

[Empty box for conviction information]

CERTIFICATION

I, Luisa G. Frias, 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

[Handwritten Signature]

Date

Oct. 29, 2015

Verification

State of Texas

County of Dallas

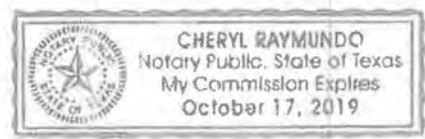
On this day, Luisa G. Frias (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 29th day of October, 2015

(Notary Public) Cheryl Raymundo

(Seal)

My commission expires October 17, 2019



Name of proposed charter school: Arete and Kaizen Academy
Name of sponsoring entity: Arete and Kaizen Foundation

BACKGROUND

Full Legal Name: Mellissa Ann Martinez
Home Mailing Address: 3915 Hawthorne Ave. Dallas, Texas 75219
Phone Number: 956-483-5229
E-mail Address: [REDACTED]
Business Name: Onesimo Hernandez Elementary
Business Mailing Address: 5555 Maple Ave. Dallas, Texas 75235
Phone Number: 972-925-2700
E-Mail Address: mellmartinez@dallasisd.org

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

Yes No, does not apply to me

If Yes, state the name of the entity: [REDACTED]

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

I believe in the concept of giving families an alternative to their zoned public schools. I believe in the Arete and Kaizen philosophy in allowing children to not only focus on their academics, but in expanding their realm of exploration through the art. I believe in Dr. Garcia and his vision to create a learning environment that creates more than just a school, but a place where children will come and be self motivated and driven to succeed in a global environment. Students will be given amply opportunities to be able to refine their skills in the arts, as they achieve academic independence.

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

The role of a board member is to oversee the schools success. Each board member will take every decision into careful consideration and take the appropriate steps to ensure decisions are made in the best interest of the school, employees, and promote student success.

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

I taught at Life Charter School in Red Oak, Texas for six years. Teaching in both a charter and a public school, I have seen first hand the advantages of charters. The concept of a charter bridges the gap between communities and families by establishing a foundation for success and effective leadership through free choice.

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

My knowledge and experience comes from my academic background. I have taught for nine years in both a charter school and a public school. I have academic knowledge in what needs to be taught in the classroom, how a well functioning classroom should function, and in the knowledge and skills the students should obtain according to state and local standards. I have a working knowledge and understanding of the school systems and curriculum.

SCHOOL MISSION AND PROGRAM

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

The mission of Arete and Kaizen is to create a well balanced child. Supporting the students in self driven learning in order to achieve academic success, while also obtaining high levels of performance through the arts.

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

The schools education program will cover all the TEKS required by the state of Texas in all academic subjects. Each campus will have specific focuses on either fine arts, sports, and leadership according to campus specific emphasis.

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

A successful school creates a well rounded child. The students will be self motivating in their individual learning, as teachers serve as the facilitator. Students will learn by making connections to real-world situations through academics and the arts.

4. How will you know that the school is succeeding (or not) in its mission?

Success will be measured by academic progress. Students will be expected to maintain grades in all subject areas and state required tests.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The board will provide the overall mission and vision for the foundation. The board will hold the CEO/Superintendent accountable for fulfilling the mission. The board will approve decision regarding the budget, the hiring of staff members, and the evaluation of the CEO. The board will also give a balanced decision on other operational issues as needed.

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

By the end of year one, the school success will be measured in a variety ways. The majority of the students should be achieving at a successful rate, by meeting standards according to the Texas standard for STARR. Enrollment should be rising. The schools donors for the upcoming year will be solidified.

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

By the end of four years, success will be measured by academic achievement on state and local assessments, as well as on the rise of student enrollment.

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

Specific steps will include:

1. Ensure the upholding of the current mission and vision created for the school.
2. Approving the budget created by the CEO/Superintendent.
3. Approving of the employment of staff.
4. Evaluate the CEO/Superintendent to ensure the schools success.

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

As a board member, I would bring up any concerns or questions about specific situations to discuss in a board meeting. I believe people need to be held accountable for their actions, and should answer for decisions they make, either to clarify situations or explain in more detail.

DISCLOSURES

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

Yes No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

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

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

If yes, describe the precise nature of your relationship.

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

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

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

I worked with Dr. Garcia CEO/Superintendent for the 2013-2104 school year at Onesimo Hernandez Elementary.

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

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

If yes, describe the precise nature of your relationship.

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

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

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

If yes, describe the precise nature of your relationship.

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

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

If yes, describe the precise nature of your relationship.

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

N/A

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

I worked at Life Charter School in Red Oak, Texas for six years from May 2007-Aug 2013.

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

Yes Does not apply to me.

If yes, state the compensation you expect to receive.

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

Yes Does not apply to me.

If yes, describe the precise nature of your relationship.

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

Yes Does not apply to me.

If yes, describe the precise nature of your relationship.

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

Yes Does not apply to me.

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

CERTIFICATION

I, Melissa Ann Martinez, 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 Melissa Martinez

Date 10/29/2015

Verification

State of Texas

County of Dallas

On this day, Melissa Ann Martinez (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 29th day of October, 2015.

(Notary Public) Sharon Collins Wash (Seal)

My commission expires May 21, 2018



Provide the following:

The governing board's proposed Code of Ethics and Conflict of Interest policy. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.



Arête and Kaizen Foundation

Excellence in Education and Performance

Code of Ethics & Conflict of Interest

The Arête and Kaizen Foundation/Academy Board shall follow its Bylaws in accordance with the described Code of Ethics and Conflict of Interest policy.

Conflict of Interest

The Foundation's Bylaws state:

Section 11.3 Conflicts of Interests

If any officer of the Executive Board has a financial interest in any contract or transaction involving Arête and Kaizen Foundation, or has an interest adverse to the Foundation's business affairs, and that individual is in a position to influence a determination with regard to the contact, transaction or business affair, such individual shall:

- (i) disclose the conflict of interest,
- (ii) not participate in the evaluation of the contract, transaction or business affair and,
- (iii) Not vote on the contract, transaction or business affair.

The Executive Board will fulfill each of their respective duties with the utmost ethical actions and decisions possible to represent the Foundation and the education of children to the highest level.

Code of Ethics

As all members of the Board shall have the Foundation and Academy's interest at heart, they shall conduct themselves in a professional manner at all times. The following is a general guiding principles to assist in some situations encountered by Board members. It shall also provide a common set of values to a group of members. However, it is the individual responsibility of each member to aspire to the highest possible standards of conduct, respect for each other and staff, and to no knowingly participate in or condone unfair and discriminatory actions or practices.

Competence

Board members will recognize the boundaries of their limitations and expertise. They shall provide feedback and opinions with respect to their individual education, experience, or personal training. Members should make appropriate use of scientific, professional, technical, and administrative resources.

Integrity

Members should seek to promote the integrity of the board by always being honest, fair, and respectful of others. In describing their qualifications, services, they will not make falsifying statements or be deceptive. They shall manage their own belief values and systems and not discriminate against others who do not mirror their own values. They will avoid improper and potentially harmful dual relationships.

Responsibility

Members shall read the Foundation's Bylaws and be agreeing to serve on the board, they are agreeing to abide by the Bylaws and have the qualifications to fulfill their specific board member duties. They will uphold professional standards of conduct, seek help when needed, and provide governance over the Foundation's issues. Member's moral standards and conduct are personal matters to the same degree as is true for any other person, except when members' conduct may compromise their professional responsibilities or reduce the public's trust in the role as Board Members in a Public Educational Institution. When appropriate, they will consult with colleagues, the board, or another professional to prevent and avoid unethical conduct. If another board believes or has a suspicion that an ethical boundary has been compromised, or might become so, it is their duty and responsibility to bring this matter to the Board, or Chairman.

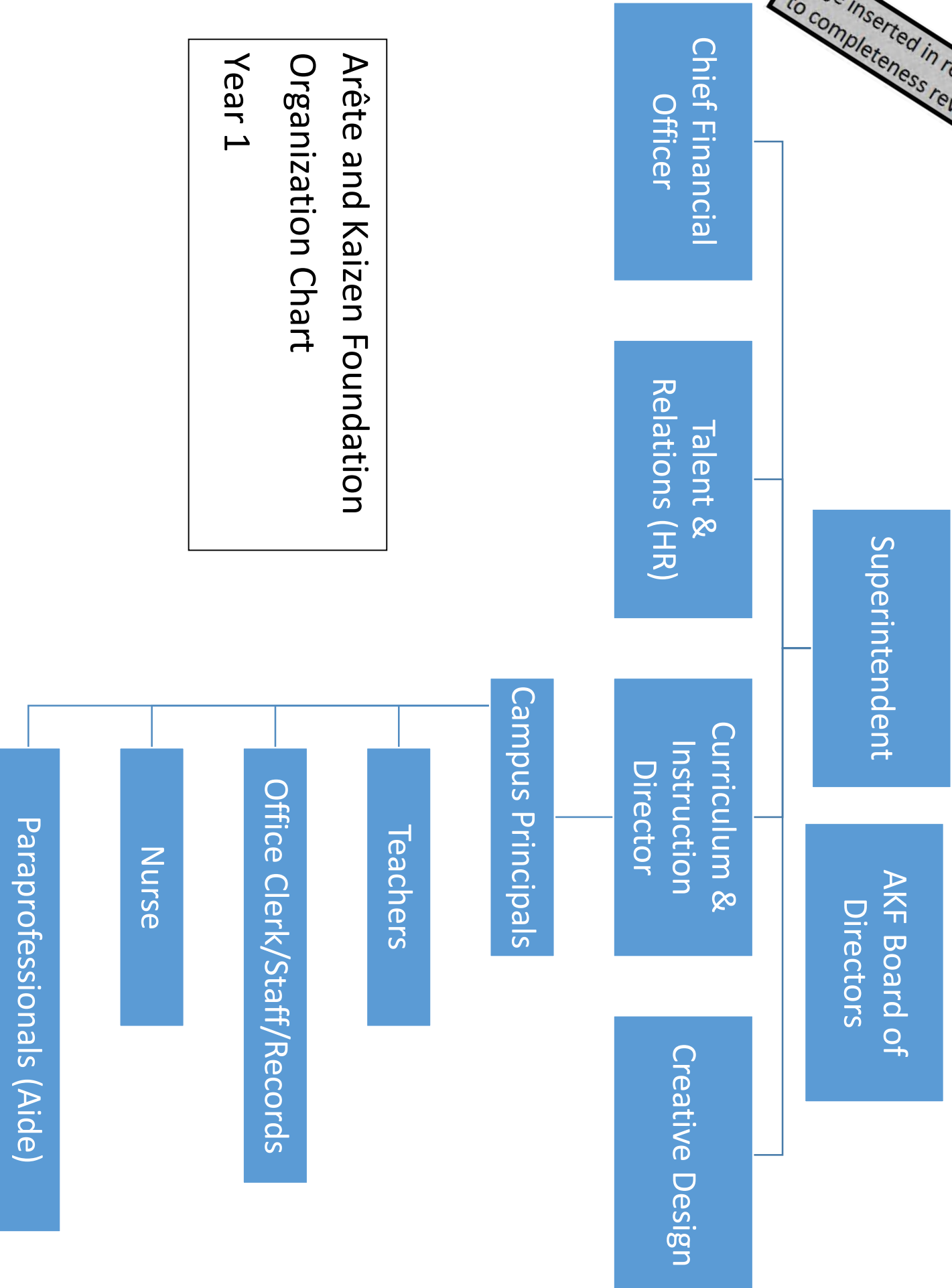
Provide the following:

Two organizational charts that show the school governance, management, and staffing structure in year one and at capacity.

Each organizational chart should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organizational charts shall also document clear lines of authority and reporting within the school.

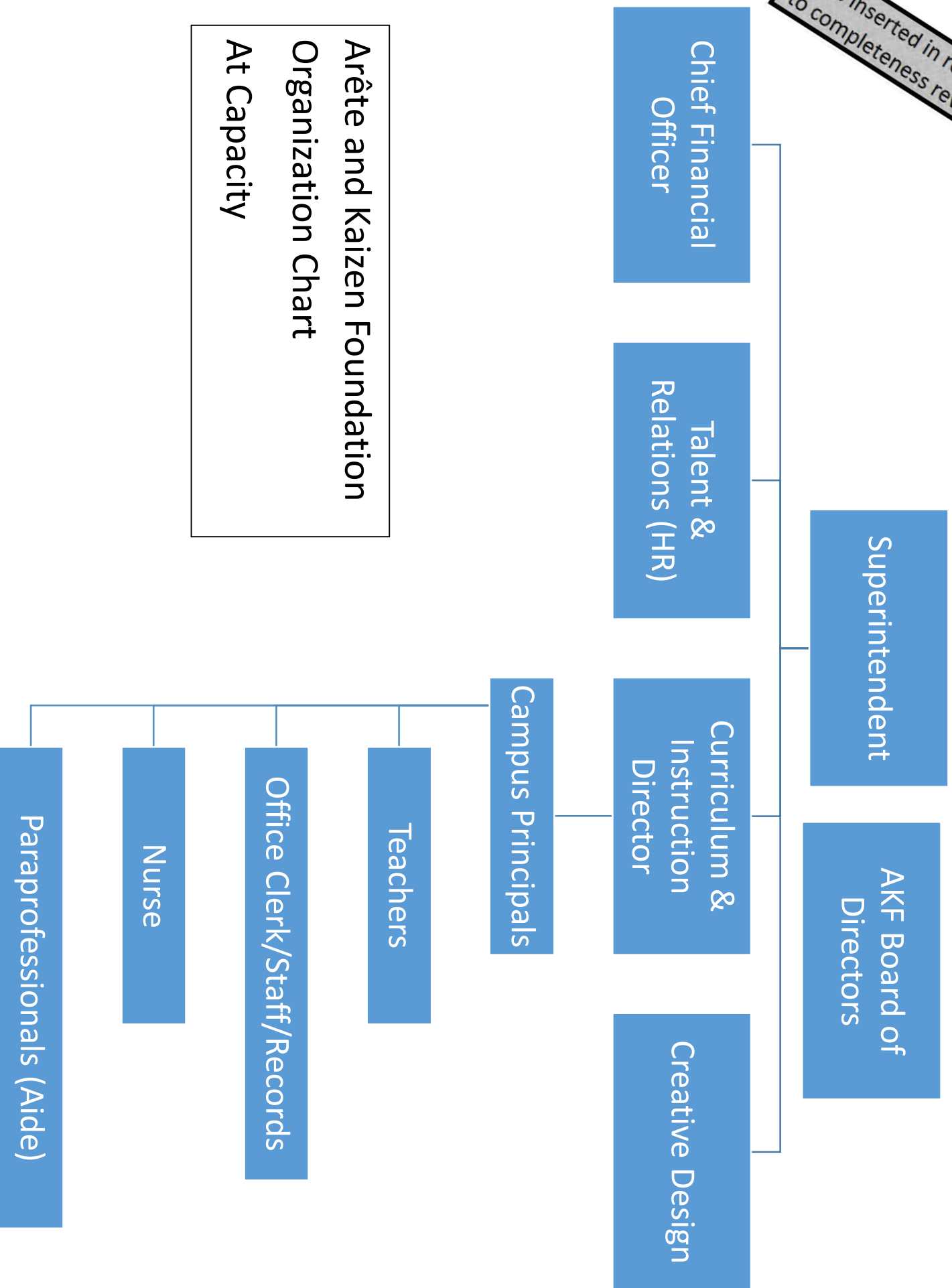
All positions listed on the organizational charts shall have a corresponding Supplemental Human Resources Information Form submitted in Attachment O3.

Page inserted in response to completeness review.



Arête and Kaizen Foundation
Organization Chart
Year 1

Page inserted in response to completeness review.



**Arête and Kaizen Foundation
Organization Chart
At Capacity**

Superintendent
Vincent Garcia, EdD

AKF Board of Directors

CFO & Business Operations
Duties listed below

Finance & Budgets
Geographic Boundaries
PEIMS
Tax
Purchasing
Payroll & Benefits

Facilities:
Maintenance
Purchasing
Land & Development
Zoning
Architectural Services

Administrative:
Food Services
Health Services
Risk Management
Technology Services

Talent & Relations (HR)
Duties listed below

Human Resources:
Elementary & Secondary
Virtual Academy
Recruitment
Retention

Public Relations:
Communications
Marketing
Web Services
Student Enrollment

Curriculum & Instruction
Duties listed below

Principals (*3 positions)
Campus - Entrepreneurship
Campus - Performing Arts
Campus - Athletic Performance
Duties: All campus Functions, Teachers, Aides, Office Staff, Nurses

Curriculum, Instruction, Assessment
Professional Development
Special Programs
Accountability
Curriculum

Creative Direction
Duties listed below

Strategic Planning
Innovative Education
District Initiatives

Business Partnerships
Community Partnerships
Transformations

Student Services:
Family Engagement
Community Engagement
Special Education
Bilingual & ESL
Counseling

Provide the following:

Using the template provided at <http://tea.texas.gov/charterapp.aspx>, complete a staffing chart outlining the staffing plan for the campus(es), as applicable.

The staffing chart should align with the organizational charts, provided in *Attachment O1* and the Supplemental Human Resources Information Forms provided in *Attachment O3* and should identify the following:

1. Year one positions, as well as positions to be added in future years;
2. Administrative, instructional, and non-instructional personnel;
3. The number of classroom teachers, paraprofessionals, specialty teachers;
and
4. Operational and support staff.

Adjust or add functions and titles as needed.

Name of Proposed Charter School: Arête and Kaizen Academy

Name of Sponsoring Entity: Arête and Kaizen Foundation

Staff	Year 1	Year 2	Year 3	Year 4	Year 5
ELEMENTARY SCHOOL CAMPUS STAFF					
Principal	1	1	1	1	1
Assistant Principal	0	0	0	0	0
Add'l Campus Leadership Position 1 (specify)					
Add'l Campus Leadership Position 2 (specify)					
Add'l Campus Leadership Position 3 (specify)					
Classroom Teachers (Core Subjects)	10	12	14	14	14
Classroom Teachers (Specials)	0	0	0	0	0
Student Support Position 1 [e.g., Social Worker]					
Student Support Position 2 [specify]					
Nurse	0.5	0.5	0.5	0.5	0.5
Specialized Campus Staff 2 [specify]					
Teacher Aides and Assistants	2	2	2	2	2
Campus Operations Support Staff	2	2	2	2	2
Total FTEs at elementary campus(es)	15.5	17.5	19.5	19.5	19.5

MIDDLE SCHOOL CAMPUS STAFF					
Principal					
Assistant Principal(s)					
Add'l Campus Leadership Position 1 (specify)					
Add'l Campus Leadership Position 2 (specify)					
Add'l Campus Leadership Position 3 (specify)					
Classroom Teachers (Core Subjects)					
Classroom Teachers (Specials)					
Student Support Position 1 [e.g., Social Worker]					
Student Support Position 2 [specify]					
Specialized Campus Staff 1 [specify]					
Specialized Campus Staff 2 [specify]					
Teacher Aides and Assistants					
Campus Operations Support Staff					
Total FTEs at middle school campus(es)					

Name of Proposed Charter School:

Name of Sponsoring Entity:

Staff	Year 1	Year 2	Year 3	Year 4	Year 5
HIGH SCHOOL CAMPUS STAFF					
Principal					
Assistant Principal(s)					
Deans					
Add'l Campus Leadership Position 1 (specify)					
Add'l Campus Leadership Position 2 (specify)					
Add'l Campus Leadership Position 3 (specify)					
Classroom Teachers (Core Subjects)					
Classroom Teachers (Specials)					
Student Support Position 1 [e.g., Social Worker]					
Student Support Position 2 [specify]					
Specialized Campus Staff 1 [specify]					
Specialized Campus Staff 2 [specify]					
Teacher Aides and Assistants					
Campus Operations Support Staff					
Total FTEs at high school campus(es)					
Total organization FTEs	15.5	17.5	19.5	19.5	19.5

Provide the following:

Using the template provided at <http://tea.texas.gov/charterapp.aspx>, complete a Supplemental Human Resources Information Form for ALL paid positions required to operate the proposed school in year one and at capacity.

Ensure that the submission includes ALL positions necessary to operate the proposed school during the start-up year, the first year of operations, and finally, at capacity.

All positions represented here should also be represented on the organizational chart submitted in *Attachment O1* and on the staffing chart submitted in Attachment O2.

Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

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

Proposed Location (City and County):

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

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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

Name of District	CDN	Located in (City)	# of Students	Salary Range
Wylie ISD	043914	Wylie	600	24,730-30,682
Mesquite ISD	057914	Mesquite	600	50,100-53,186
Sherman ISD	091906	Sherman	400	43,000-45,553

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

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

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

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

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

Proposed Location (City and County):

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

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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

Name of District	CDN	Located in (City)	# of Students	Salary Range
<input type="text" value="Wylie ISD"/>	<input type="text" value="043914"/>	<input type="text" value="Wylie"/>	<input type="text" value="600"/>	<input type="text" value="16,487-20,460"/>
<input type="text" value="Mesquite ISD"/>	<input type="text" value="057914"/>	<input type="text" value="Mesquite"/>	<input type="text" value="600"/>	<input type="text" value="16,146-20,345"/>
<input type="text" value="Sherman ISD"/>	<input type="text" value="091906"/>	<input type="text" value="Sherman"/>	<input type="text" value="400"/>	<input type="text" value="16,201-20,076"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

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

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

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

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

Proposed Location (City and County):

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

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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

Name of District	CDN	Located in (City)	# of Students	Salary Range
<input type="text" value="Wylie ISD"/>	<input type="text" value="043914"/>	<input type="text" value="Wylie"/>	<input type="text" value="600"/>	<input type="text" value="19,882-24,680"/>
<input type="text" value="Mesquite ISD"/>	<input type="text" value="057914"/>	<input type="text" value="Mesquite"/>	<input type="text" value="600"/>	<input type="text" value="20,121-24,145"/>
<input type="text" value="Sherman ISD"/>	<input type="text" value="091906"/>	<input type="text" value="Sherman"/>	<input type="text" value="400"/>	<input type="text" value="18,340-22,888"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

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

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Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

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

Proposed Location (City and County):

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

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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

Name of District	CDN	Located in (City)	# of Students	Salary Range
<input type="text" value="Wylie ISD"/>	<input type="text" value="043914"/>	<input type="text" value="Wylie"/>	<input type="text" value="600"/>	<input type="text" value="49,598-51,597"/>
<input type="text" value="Mesquite ISD"/>	<input type="text" value="057914"/>	<input type="text" value="Mesquite"/>	<input type="text" value="600"/>	<input type="text" value="50,100-53,186"/>
<input type="text" value="Sherman ISD"/>	<input type="text" value="091906"/>	<input type="text" value="Sherman"/>	<input type="text" value="400"/>	<input type="text" value="43,000-45,553"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

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

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Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

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

Proposed Location (City and County):

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

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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<input type="text" value="Wylie ISD"/>	<input type="text" value="043914"/>	<input type="text" value="Wylie"/>	<input type="text" value="600"/>	<input type="text" value="75,750-89,905"/>
<input type="text" value="Mesquite ISD"/>	<input type="text" value="057914"/>	<input type="text" value="Mesquite"/>	<input type="text" value="600"/>	<input type="text" value="73,079-89,669"/>
<input type="text" value="Sherman ISD"/>	<input type="text" value="091906"/>	<input type="text" value="Sherman"/>	<input type="text" value="400"/>	<input type="text" value="60,845-72,885"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

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

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Reports to:

Salary Range:

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Proposed Location (City and County):

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

Minimum Qualifications Required:

Education Required:

Experience Required:

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

Name of District	CDN	Located in (City)	# of Students	Salary Range
<input type="text" value="Wylie ISD"/>	<input type="text" value="043914"/>	<input type="text" value="Wylie"/>	<input type="text" value="600"/>	<input type="text" value="122,803-141,582"/>
<input type="text" value="Mesquite ISD"/>	<input type="text" value="057914"/>	<input type="text" value="Mesquite"/>	<input type="text" value="600"/>	<input type="text" value="124,698-143,402"/>
<input type="text" value="Sherman ISD"/>	<input type="text" value="091906"/>	<input type="text" value="Sherman"/>	<input type="text" value="400"/>	<input type="text" value="97,460-111,980"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

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

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Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

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

Proposed Location (City and County):

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

Minimum Qualifications Required:

Education Required:

Experience Required:

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

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<input type="text" value="Mesquite ISD"/>	<input type="text" value="057914"/>	<input type="text" value="Mesquite"/>	<input type="text" value="600"/>	<input type="text" value="124,698-143,402"/>
<input type="text" value="Sherman ISD"/>	<input type="text" value="091906"/>	<input type="text" value="Sherman"/>	<input type="text" value="400"/>	<input type="text" value="97,460-111,980"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

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

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Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

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

Proposed Location (City and County):

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

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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<input type="text" value="Mesquite ISD"/>	<input type="text" value="057914"/>	<input type="text" value="Mesquite"/>	<input type="text" value="600"/>	<input type="text" value="124,698-143,402"/>
<input type="text" value="Sherman ISD"/>	<input type="text" value="091906"/>	<input type="text" value="Sherman"/>	<input type="text" value="600"/>	<input type="text" value="97,460-111,980"/>

Name of Proposed Charter School:

Arête and Kaizen Academy

Name of Sponsoring Entity:

Arête and Kaizen Foundation

Position:

Creative Design

Reports to:

Superintendent

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

1. A strong conviction about the innate ability of every student and the responsibility to educate children.
2. A broad vision of the future of communications and a willingness to take risks balanced with perspectives.
3. A thoughtful and well-articulated understanding of the competitive and ever-changing communications.
4. Outstanding strategic planning skills with a solid understanding of organizational relationships,
5. A willingness to work in a highly-visible position within a highly-scrutinized organization.
6. Negotiation and strategic skills with the ability to work in an evolving environment
7. Leadership presence and the demonstrated ability to make sound judgments
8. The ability to thrive while managing multiple projects and responsibilities, and remain organized
9. The ability to understand and assess complex organizational cultural conditions
10. Perform all other tasks and duties as assigned

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Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

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

Proposed Location (City and County):

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

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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

Name of District	CDN	Located in (City)	# of Students	Salary Range
<input type="text" value="Wylie ISD"/>	<input type="text" value="043914"/>	<input type="text" value="Wylie"/>	<input type="text" value="600"/>	<input type="text" value="102,140-120,919"/>
<input type="text" value="Mesquite ISD"/>	<input type="text" value="057914"/>	<input type="text" value="Mesquite"/>	<input type="text" value="600"/>	<input type="text" value="99,992-117,900"/>
<input type="text" value="Sherman ISD"/>	<input type="text" value="091906"/>	<input type="text" value="Sherman"/>	<input type="text" value="400"/>	<input type="text" value="97,460-111,980"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

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

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Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

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

Proposed Location (City and County):

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

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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

Name of District	CDN	Located in (City)	# of Students	Salary Range
<input type="text" value="Boles ISD"/>	<input type="text" value="116916"/>	<input type="text" value="Boles"/>	<input type="text" value="505"/>	<input type="text" value="116,235"/>
<input type="text" value="Avalon ISD"/>	<input type="text" value="70901"/>	<input type="text" value="Avalon"/>	<input type="text" value="372"/>	<input type="text" value="134,847"/>
<input type="text" value="Blue Ridge ISD"/>	<input type="text" value="43917"/>	<input type="text" value="Blue Ridge"/>	<input type="text" value="719"/>	<input type="text" value="113,557"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

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

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Provide the following:

Any teacher evaluation tool(s) beyond the Professional Development Appraisal System (PDAS) to be used, and explain how teachers will be supported, developed, and evaluated each school year.



Arête and Kaizen Foundation

Excellence in Education and Performance

Teacher Evaluation Tools

There will be no evaluation tools utilized beyond PDAS.

Teachers will be supported by informal and formal walkthroughs conducted by the Campus Principal, Curriculum and Instruction Director, and the Superintendent.

Formal walkthroughs will be utilized by face to face feedback with a signed feedback conference form. As a general rule, the teacher will be documenting the feedback conversation and the principal and teacher will sign.

The feedback form will have strengths, overarching questions, and constructive feedback steps to be implemented during next instructional periods.

Provide the following:

The qualifications and job description of the principal. Discuss the timeline, criteria, and recruiting and selection process for hiring the principal/campus leader. If a principal has been identified explain why this individual is well-qualified to lead the proposed school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never led a school, describe any leadership training programs that (s)he has completed or is currently participating in.



Principal Qualifications

- Reports to Superintendent
- Supervises all school personnel, directly and/or indirectly
- Purpose: To serve as the chief administrator of a school in developing and implementing policies, programs, curriculum activities, and budgets in a manner that promotes the educational development of each student and the professional development of each staff member.
- General Planning: conceptualizes the broad goals of the school and plans accordingly to ensure that procedures and schedules are implemented to carry out the total school program.
- General Coordination: ensures that the school program is compatible with the legal, financial and organizational structure of the school system. The principal defines the responsibilities and accountability of staff members and develops plans for interpreting the school program to the community.
- Enhancement of Personnel Skills: provides activities which facilitate the professional growth of the school staff and enhance the quality of the instructional program.
- School Objectives: identifies the annual objectives for the instructional, extracurricular, and athletic programs of the school.
- Curriculum Objectives: ensures that instructional objectives for a given subject and/or classroom are developed, and involves the faculty and others in the development of specific curricular objectives to meet the needs of the school program. The principal provides opportunities for staff participation in the school program.
- Establishes Formal Work Relationships: evaluates student progress in the instructional program by means that include the maintaining of up-to-date student data. The principal supervises and appraises the performance of the school staff.
- Facilitates Organizational Efficiency: maintains inter-school system communication and seeks assistance from central office staff to improve performance. The principal maintains good relationships with students, staff, and parents. The principal complies with established lines of authority.
- New Staff and Students: orients and assists new staff and new students and provides opportunities for their input in the school program.
- Community: encourages the use of community resources, cooperates with the community in the use of school facilities, interprets the school program for the community, and maintains communication with community members.
- Supplies and Equipment: manages, directs, and maintains records on the materials, supplies and equipment which are necessary to carry out the daily school routine. The principal involves the staff in determining priorities for instructional purposes.
- Services: organizes, oversee, and provides support to the various services, supplies, material,

and equipment provided to carry out the school program. The principal makes use of community resources.

Aligned with Irving ISD's Principal Job description.

Further; The Ideal Principal for Arete and Kaizen is:

1. Engaged

I see the ideal school principal as a leader who is compassionately and actively engaged in the learning of their students and staff. They empower people to create, sustain and nurture caring learning environments. They support communities of learning that support risk-taking and encourage innovation. I see the ideal school principal being one who builds capacity in their people, one who understands that the more tools and freedom people have, the more creativity and innovation will take place.

2. Visionary

An ideal school principal provides their school with a vision. They create path for their school to follow based on sound research, consultation, and experience, while honoring the needs and expectations of their jurisdictions. They are collaborative, transparent and responsive as they weave their vision with that of their school communities.

3. Respectful

I see the ideal school principal as having fortitude, being able to have the difficult conversations when necessary because they respect the other person enough to speak with them. I see the ideal school principal as being a skilled negotiator and thoughtful moderator, able to approach situations from both sides, weighing the options and making sound decisions – regardless if popular or not – and stand behind them. I see these principals as the type of people who make choices respectfully and consistently, who remain firm but fair.

4. Confident

I admire the strength that comes with resilience. I see the ideal school principal as being a leader who recognizes that despite all best intentions and efforts, errors can be made- they accept that they're human, just like everyone else. An ideal school principal owns and learns from their mistakes, and realizes how important staff and students to do so, too, so they create schools that allow for that to happen. They know there is as much to be learned from taking the chance to try something that did not succeed, as much as there is from being successful.

5. Trustworthy

I believe by acting with honesty, an ideal principal welcomes and encourages the same from their students and staff. I see this person as being capable to establish and maintain clear lines of honest communication, being able to keep doors open, and welcoming different opinions. I see the ideal school principal as being a person who is as willing to approach others as they are in allowing others

to approach them, a person who is able to suspend judgment and genuinely listen to those they are speaking with.

6. Thought Catalyst

I see an ideal school principal as quickly able to be an agent of change and while at the same time providing a quality of stability. I believe this person understands that schools operate in an environment that is both reactive and proactive, where a course of action may need to be modified or altered on a moment's notice. I think an ideal school leader is able to appropriately provide that adjustment while providing stakeholders with the steadiness that builds the trust and capacity for change when needed.

7. Genuine

An ideal school principal understands a part of being approachable is having a sense of humor. I see this person as having the capacity to genuinely enjoy being in the company of others. The ideal school principal knows sharing laughter grounds people and helps them connect with one another. They know trusting relationships are necessary to create a community and that a smile reinforces the genuineness that inspires groups to flourish.

8. Approachable

I think the ideal school principal as an effective communicator. I see them as being someone willing to "walks-the-walk while talking-the-talk." They are leaders who are visible and model the behavior they desire. I believe that by being transparent, the ideal school leader gains credibility and they are better able to help inspire others to follow. At the same time, my mind's eye sees the ideal school leader as being humble. They know being an effective school leader is to be as good a follower as they are a leader.

9. Honorable

I think an ideal school principal has pride in the people he or she works with and that they represent their school its people with integrity. I believe an effective school leader demonstrates what it means to have faith in one another, helping create a culture of support while reinforcing ethical standards and goals.

10. Compassionate

In my mind's eye, I see little bits of each of the people described at the beginning of this article. I think the ideal school principal is one who has a reputation of being thorough, attentive and friendly. I see this person as being one who truly cares about kids and understands their students' lives extend beyond the walls of the school. I also see him or her deeply caring about the people they work with, and supports teachers who strive to make learning experiences relevant, holistic and memorable.

Aligned to article from:

Dana Negrey – Top 10 Traits of an Ideal School Principal

Provide the following:

The qualifications and job description of the superintendent. Discuss the timeline, criteria, and recruiting and selection process for hiring the superintendent/charter district leader. If a superintendent has been identified, explain why this individual is well-qualified to lead the proposed charter district in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter district. If the proposed leader has never led a school, describe any leadership training programs that (s)he has completed or is currently participating in.



Superintendent Qualifications

Executive Summary – the Superintendents mission is to promote the growth and spectrum of the vision of Arête and Kaizen Foundation and the Academy to serve the surrounding communities. The ultimate vision of the Academy is promote Excellence in Education and Performance in all students while providing a Free Public Choice Opportunity.

The superintendent has been identified as the current Chief Executive Officer of Arête and Kaizen Foundation. The individual is well qualified for the following reasons:

5 Years Teaching in Garland ISD
3 Years as and Assistant Principal – 1yr Sherman ISD, 2 in Plano ISD
1 Year as Interim Principal in Dallas ISD
Currently a principal in Dallas ISD

Certification:

Teaching

K -12 SPED

4-8 Math

Leadership

Principal Certification

Superintendent

Licensed Professional Counselor

Education:

Masters in Professional Counseling

Masters in Education Administration

Doctoral Degree in Educational Leadership

Under Dr. Garcia's Leadership, as Interim Principal, he was able to lead an IR Year 2 Campus into meeting standard.

OPEN-ENROLLMENT CHARTER SCHOOL APPLICATION
Generation Twenty-One
Special Assurances Document

Sponsoring Entity: Arête and Kaizen Foundation

Proposed Charter School Name: Arête and Kaizen Academy

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

I. Open Meetings Requirements

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

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

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

II. Public Information Requirements

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

III. Criminal History Check Requirements

PKB The proposed charter holder assures that criminal history checks will be completed in accordance with law and that no person will serve as a member of the governing body of a charter holder, as a member of the governing body of the charter school, or as an officer or employee of an charter school if the person has been convicted of a misdemeanor involving moral turpitude, a felony, an offense listed in TEC 37.007(a) or an offense listed in Article 62.01(5) Code of Criminal Procedure.

IV. Annual Training Requirements

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

V. Residential Facilities Monitoring (RFM) System

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

VI. Special RF Training

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

Sponsoring Entity: Arête and Kaizen Foundation

Proposed Charter School Name: Arête and Kaizen Academy

VII. Admission and Enrollment

- BCP 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.
- BCP 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.
- BCP 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.
- BCP 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 State Board of Education (SBOE) as a performing arts school with an audition component or the charter was amended by the commissioner of education to designate the school a performing arts school with an audition component.
- BCP The proposed charter holder understands that a student may be ineligible for enrollment at a charter school based on a history of a criminal offense, a juvenile court adjudication, or discipline problems under Texas Education Code (TEC), Chapter 37, Subchapter A, only if the enrollment prohibition was specifically approved by the SBOE when the charter was originally awarded, or if the charter was amended by the commissioner of education to allow this enrollment prohibition. It must be noted that the enrollment prohibition is not allowed for any prior discipline problems, but only those specified in TEC, Chapter 37, Subchapter A.

VIII. Withdrawal and Expulsion

- BCP The proposed charter holder assures that understands that only the parent or guardian may withdraw a student from the charter school, and the only time charter administrators may withdraw a student and use administrative withdrawal as the leaver code is in the rare instances when:
- a student is withdrawn by the district because the district discovers, when verifying enrollment information, that the student was not a resident of the district at the time of enrollment;
 - the district discovers that the student has falsified enrollment information;
 - proof of identification is not provided; or
 - immunization records are not provided.
- BCP 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.
- BCP 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).
- BCP 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)

Sponsoring Entity: Arête and Kaizen Foundation

Proposed Charter School Name: Arête and Kaizen Academy

IX. Federal and State Funding

248 The proposed charter holder understands that any request for assistance from the Texas Education Agency that is to be provided from *No Child Left Behind* funds, as granted by the *No Child Left Behind Act of 2001*, must comply with the *The Guns-Free Schools Act*. See 20 U.S. Code § 7151

BBB The charter holder understands that any *No Child Left Behind* funds that are applied towards campus(es) operated on the premises of a public university or college may be effected by new open-carry handgun legislation on public university and college campuses. See Senate Bill 11, as approved by the 84th Legislature, 2015

X. Required Disclosure

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

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

Brody Burns

Printed Name of Sponsoring Entity Board Chair

[Signature]

Signature of Sponsoring Entity Board Chair

October 31, 2015

Date