



GENERATION TWENTY-TWO

Open-Enrollment
CHARTER APPLICATION

FOR SCHOOLS TO OPEN SCHOOL YEAR 2018-19

SUBCHAPTER D

APPLICATION DUE
DECEMBER 5, 2016
5PM CENTRAL STANDARD TIME

APPLICATION COVERSHEET

Arête and Kaizen Academy

Proposed Generation Twenty-Two 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: Dr. Vincent Garcia

CEO/Superintendent of Proposed Charter School: Dr. 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: Travis Hintzel

Date of Conference: 9/19/2016

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

2407 Ridgecrest Drive, Garland TX 75041

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

Administrative office will be in the North Dallas campus.

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 Campus in Dallas County (North Dallas), 2 Campuses in Collin County (Wylie and Plano)

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: 948

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

Year 3: Estimated Enrollment: 996

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

Year 4: Estimated Enrollment: 1,050

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

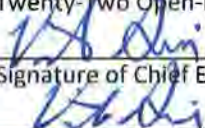
Year 5: Estimated Enrollment: 1,110

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

At Capacity: Maximum Enrollment: 2,250


- 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-Two Open-Enrollment Charter Application Subchapter D Instructions and Guidelines document.


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

12-2-2016
Date

Dr. Vincent Garcia
Printed Name


(BLUE INK) Signature of Application Preparer

12-2-2016
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
Vincent Garcia	Principal - Dallas ISD	Superintendent
Heather Pitcher	Teacher - Dallas ISD	Chief Financial Officer

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 2016-17 or 2017-18 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 2017-18?

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).

I. Applicant is an In-State organization?

Yes No

II. Applicant is an Out-of-State organization?

Yes No

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 the instructional program. 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 Arête and Kaizen is to conduct itself by its very definition. The Greek word Arête means excellence, while the Japanese word Kaizen means continued excellence. Scott Young (2008) defined Arête in its essence, "Arête is an ancient Greek word meaning excellence or virtue. The Arête of something is the highest quality it can reach. Using arête as a principle for living life means that you are focused on the quality of everything you do and experience" (Arête: The Meaning of Life). Vince Lombardi has talked many times about 'pursuing perfection to catch excellence', the idea of always attempting to get better is critical towards training in any art and passion. The concept of Kaizen aligns with the belief that in order for any work product, task, or project to give satisfaction, the person has to strive for quality and at times they may struggle, the effort that is given provides the feeling of satisfaction and pride. Without the dedication of continuing to press on, even during challenging moments, and the obstacles being defeated by improvements made, this cycle is the meaning of Kaizen. With these two ideas, Arête and Kaizen, is the backbone of the vision, they will be seen in multiple ways within the Foundation and Academics.

In order to turn the vision into reality in the academic setting, we have designed a data driven, inquiry based curriculum that extends into project based learning in order to activate critical thinking and problem solving skills in all learners. Further, we envision a learning environment where students are highly engaged in personalized instruction while thinking critically, identifying and solving authentic, real world problems, and actively seeking self-improvement. In order to create a learning environment where students excel and continue towards the pursuit of excellence we envision creating a school that affords students the ability to think critically, while pursuing extracurricular endeavors at the highest caliber.

In addition to the academic vision, we also recognize that to educate a child effectively, you must educate the whole child. That means that students must engage in an innovative and inspiring extracurricular experience in order to pursue excellence in a chosen discipline. To achieve this goal, we have designed an extracurricular program that would afford students the opportunity to pursue their passion in sports, dance or entrepreneurship at elite levels during the school day. With that vision and mission in mind, we have created clear educational goals that are aligned with our curriculum and the Texas Essential Knowledge and Skills. Our focus is on achieving excellence and continuing to improve even after that. If excellence in education had to be defined in our current accountability system, our audacious goal is that 80% of our students pass STAAR in math and reading, all three campuses will have 600 students or more, and after a parent survey, parents would be able to confidently report that their child is excelling in their academics and pursuit of their chosen passion.

The initial demographic will have three schools in the cities of North Dallas, Plano and Wylie. Students at all three campuses will come from diverse cultural, ethnic and socio-economic backgrounds, and will attend a school that meets their extracurricular needs. This means that in addition to being able to meet the academic needs of a diverse student population through our innovative approach in the classroom, we will be meeting the extracurricular needs of students who might not otherwise be afforded the opportunity of high level instruction in such areas. The Plano campus demographic will consist of elite athletes in karate, soccer, and, gymnastics. The campus at Wylie will consist of students who possess elite abilities in dance, music, and performing arts, while the North Dallas Campus will consist of entrepreneurship and leadership.

The combination of a rigorous and engaging project based curriculum, a focus on self-improvement and a rich extracurricular experience will translate into students achieving at high levels, thinking critically and attaining a level of superior knowledge throughout their educational experience. All of this is within our very attainable vision for what student success and leaning should be, and can be offered to a broad and diverse student population. This will in turn create measurable success including higher scores on standardized tests including, but not limited to, the STAAR assessments.

NARRATIVE (2) - Provide a succinct overview of how the school's mission will be aligned with the instructional program. 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.

The mission of the school is to educate the whole child through the use of an innovative project based curriculum while providing elite level extracurricular services. In order to do so, our program has been carefully crafted to align with our mission. This has been done in various ways, including our use of flexible student schedules, project based curriculum, and a superior extracurricular activities curriculum.

For starters, the academic day is aligned with our belief as stated in our mission that the whole child must be educated. This is evidenced through our selection of inquiry based instruction and a project based learning model. It has been evidenced in research that students who receive inquiry based instruction achieve at higher rates than their peers who receive instruction that is not inquiry based. As an extension of such, project based learning has proven to be equally as effective, and is also evidenced by research and data. The research shows that students who engage in project based learning are more likely to be able to define and solve problems and think critically than their peers who do not engage in such learning (Parker, 2013).

Our mission details specific academic goals. In order to attain these goals, we have chosen to use both a math and a reading framework that are research based, student centered, and proven effective. Both lend themselves well to project-based learning and are therefore in alignment with our mission. For reading the Five Pillars of Effective Reading Instruction will be used. This framework includes daily activities that focus around the five most critical aspects of reading development. These include phonemic awareness, phonics, fluency, vocabulary and comprehension. Aside from being endorsed by the National Reading Panel, these critical elements have been shown in an abundance of research to be key elements of reading success. Using this framework ensures that all students receive instruction in these areas. Teachers can use these elements to create inquiry based lessons and projects that enhance the student learning experience. This can take the form of creating phonics puzzles or reading games. In addition students will be given frequent opportunities to work collaboratively. For math we will be using Singapore Math as a framework. This works well within our mission to deliver project based learning because students are first taught to use concrete objects to represent abstract problems, followed by pictorial representations and finally abstract problems. This means that teachers can deliver inquiry based instruction while using manipulatives in order give students a foundation of conceptual knowledge of mathematics. After that, students can move on to pictorial representations and finally a project that utilizes their conceptual knowledge to solve an abstract real world problem. Not only is this research based, and student centered, it is in perfect alignment with our mission of project based learning.

Aside from our academic mission, we have also set out to provide students with an extracurricular program that enables students to receive the highest caliber of instruction in the areas of dance, sports, and entrepreneurship. To achieve this goal we have designed unique curriculums for these programs and will be implementing a flexible schedule.

A flexible schedule will allow students to spend one quarter of each school day focusing on their extracurricular endeavors. This schedule will allow students to devote 25% of each school day to activities that focus around improving their skill set in a chosen extracurricular activity. This will take the form of private lessons, group instruction, collaborative learning, reflecting, connecting and responding. Dedicating their time in this manner will help them to become elitists in their chosen field and is in line with our mission of self-improvement.

The curriculum that we intend to use is discipline specific and will focus on all aspects of a chosen extracurricular activity.

I. Applicant proposes to open ONE campus by Year 5? Yes No

II. Applicant proposes to open MULTIPLE campuses by Year 5? Yes No

III. 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.*

Vincent Garcia - Superintendent
 Heather Pitcher - Chief Financial Officer

IV. 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.* NA



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 factors that will be considered and applied to the decision-making process to facilitate initial and primary campus development.

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

If proposing only ONE campus, include discussion about the factors that contributed to limiting the number of proposed campuses.

If proposing MULTIPLE campuses, include discussion that rationalizes the need for multiple campuses.

NARRATIVE (2) - Discuss the strategic choice areas that will be used to facilitate initial and primary campus development.

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 the proposed geographic area(s) and(or) community(s) in relation to the number of requested campuses.
- Identify specific strategic choice areas that will be used to facilitate initial and primary campus development.

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

If proposing only ONE campus, include discussion about the factors that contributed to limiting the number of proposed campuses.

If proposing MULTIPLE campuses, include discussion that rationalizes the need for multiple campuses.

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

In order to determine the number of campus locations, a needs assessment was conducted to determine whether our mission and vision will fulfill an unmet community need. In addition, we considered what would be the most effective way to fulfill our mission. With this in mind, we chose to utilize three separate campuses, each focusing on one or two disciplines.

After speaking to community members and receiving input regarding the educational and extra-curricular needs of the communities we intend to serve, it was discovered that we are best able to line up our vision by implementing our program at three separate locations. This will enable us to meet the needs of various communities by extending the reach of our program. Because our mission is unique and innovative, there is not another independent school district or charter school in the area that offers project based learning in conjunction with a premier extra-curricular program. This translates into our ability to fulfill an unmet community need in three locations. Because the reach of our program is greater, we will be able to attain success within year one.

Another advantage to having three facilities is that each facility will have a focus area. This means that the space can be utilized in a multipurpose fashion that maximizes instruction. For example as a dance or karate studio. In addition, each campus will create a culture and climate that is centered on improvement in a focus area. Having three campuses will clearly define that focus area. For example, student activities can be held within a campus that are designed to enhance instruction in a focus area and will contribute to the school culture as a whole.

NARRATIVE (2) - Discuss the strategic choice areas that will be used to determine if expansion is viable.

If proposing only ONE campus, discuss strategic choice areas that would help determine any future efforts to seek an expansion amendment.

If proposing MULTIPLE campuses, discuss strategic choice areas that would help determine if growth is still viable in the proposed area.

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

Through thorough research, we have determined that opening our schools at the proposed geographic locations not only meet a community need, but will enable us to create a viable plan for expansion. This is because each campus location has been carefully selected as with future growth in mind.

As a flagship location, we have chosen Richardson. This location will house central staff, as well as be an operational school. We chose this location because after conducting in-depth research, we determined that many schools in Richardson are moving in and out of improvement required status. Six campuses meet the criteria for the public education grant list, including being identified as improvement required. Additionally, there are only four charter schools in Richardson, none of which offer a similar combination of academic and extra-curricular programs. Our second location will be in Plano. This location was chosen because there is going to be a large population increase due to the newest expansion of businesses in Plano. Toyota has reported that they have plans to hire 1000 employees in Plano. This means that there will be growth opportunity. Our academy will offer students a choice that they currently do not have, as there are currently no public school options that offer students a project based curriculum in combination with a premier extracurricular program in Plano. Additionally, there is currently only one charter school in Plano, which is indicative of an unmet community need, as evidenced by our field research including speaking to parents and community members who expressed a desire for more school choice in the area. Finally, our last campus

will be in Wylie. This location was chosen because there are not any charter options in Wylie. This means that the community need is present and we can expand and fulfill the unmet needs.

EDUCATION PLAN – Demographic Profile

I. Student Demographic Data	Proposed Campus	Occupied District	District 1	District 2
		Richardson	Dallas	Garland
African American	21.3	21	22.6	17.6
Hispanic	50.4	39.5	70.1	49.8
White	20	29.2	4.9	20.3
American Indian	1	0.4	0.3	1.7
Asian	5	7	1.4	8.4
Pacific Islander	0.1	0.1	0.1	0.1
Two or More Races	2.2	2.7	0.6	2.2
Economically Disadvantaged	66	56.4	87.8	65.6
ELL	25	25.7	12.2	26.3
At-Risk	58	50.9	65.2	50.5
Gifted & Talented	10	9.6	13	7.3
Special Education	8	10.5	7.3	8.2

II. Number of charter schools currently operating within the Occupied District.

III. Number of traditional school districts within the proposed Geographic Boundary.


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


Pre-K Kindergarten Grade 1 Grade 2 Grade 3 Grade 4


Grade 5 Grade 6 Grade 7 Grade 8 Grade 9 Grade 10

Grade 11 Grade 12


NARRATIVE: Describe the anticipated student population(s) that will be served at the proposed campus. Explain how the proposed program of 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.

 District 1 and 2 must be contiguous to the occupied district.

 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.

 Student demographic data can be found on the school districts Texas Academic Performance Report (TAPR).

Please visit <https://rptsrv1.tea.texas.gov/perfreport/tapr/>

 This section has a required Attachment A5- Geographic Attendance Boundary.

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 of 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.

In creating a realistic projection of Arête and Kaizen Academy's population demographic, the occupied district and surrounding two districts' demographic data were analyzed. In the situation where the three demographic indicators were similar, the three percentage amounts were averaged to develop a projected population. In the event where two percentage amounts were similar, and the third amount depicted an outlier, either significantly higher, or lower, then the projected amount was developed using the middle percentage amount to a large extent to mediate the outlier skewing effect. Using the proposed campus projections, the highest percentage populations include: 50.4% Hispanic, 66% Economically disadvantage, 21.3% African American, and 58% At-Risk.

Using the demographics of the proposed district location, Richardson ISD, the highest community need is derived from the campuses currently in Improvement Required status. According the Public Education Grant which gives a list of schools that were rated Improvement Required, Richardson ISD Improvement Required campuses were: Carolyn B Bukhair Elementary, RISD Academy, and Thurgood Marshall Elementary. These schools will be served by Arête and Kaizen Academy because of proximity and will be in their attendance zone.

Due to the Improvement Required status, campuses are designated Improvement Required if they did not meet Texas' targeted score in Index 1 or 2, or Index 3, or Index 4. Due to the Accountability Ratings, Index 1 measures student performance, index 2 shows student growth, index 3 targets the achievement gap, and index 4 shows post-secondary readiness. All these measures show a need in academic achievement and an underlying cause of teacher quality. As a unique demographic measure, Richardson ISD has a 10.5% special education percentage, drastically higher than the Garland ISD's Special Education percentage of 8.2% and significantly higher than Dallas ISD's Special Education percentage of 7.3. Responding to the high special education percentage, it is a logical step to determine that Special Education student needs are not being met, or they are being over identified, or there is another factor that has not been identified or met.

The use of Project Based Learning focuses the instruction and curriculum on the individual student's learning needs. The utilization of Project Based Learning will become the exceptional educational choice that will satisfy Richardson ISD's instructional needs; this difference will be seen not only in meeting the needs of special education, but in the general education setting as well. When special education students have a differentiated model created for them and effectively creating and implementing Individual Education Plans, then the community needs can be met. Further, teachers who understand how to meet students at their educational level for students with special needs will also be able to transfer this process and skill to students within the general education setting.

I. 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).

Singapore Math - Dawn Thomas, Jeffery Thomas
Five Pillars of Reading - National Reading Panel

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

Including educational or experience requirements.

Math/Science Curriculum and Instruction Director & ELA/SS Curriculum and Instruction Director

Requirements: 7 or more years teaching, history of TEKS alignment, previous leadership roles in a school setting, ability to produce curriculum previous designed



Open - Enrollment Charter Schools may not charge "blanket" activity fees. See Texas Education Code (TEC) §§12.108 for additional information governing tuition and fee restrictions.

III. 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.

IV. 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

NARRATIVE (1) - Describe the proposed educational program(s)- including Special Education and Bilingual Education/English as a second language. Please explain 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) - Rationalize the use of the proposed curriculum to meet both the general and unique needs of the target population and community.

NARRATIVE (3) - Describe the plan and schedule to evaluate the proposed curriculum.

NARRATIVE (4) - Discuss any plans to serve special programs or extracurricular activities; provide detailed information on each service. If no programs or activities will be offered, provide the rationale for that decision.

Press to Input Narrative Response



This section has a required attachment E1- Sample Course Scope and Sequence.

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.
- Clearly align the proposed curriculum with the general and unique needs of the target population and community.
- 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 LEP students and 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)*
- Provide an adequate rationale for not providing any special programs or extracurricular activities.

NARRATIVE (1) - Describe the proposed educational program(s)- 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.

The focus of our educational program will be centered in project based learning. Teachers will primarily be using inquiry based lessons and extending the student experience of inquiry through projects that will foster critical thinking and problem solving. The research indicates that this style of teaching and learning is more effective and has a higher impact on student achievement than the instruction students typically receive in the traditional classroom setting (Markham, 2011). Teachers will be provided with frameworks for teaching and will create and design project based activities in the classroom. The reading framework is the Five Pillars of Reading Instruction and the math framework will be Singapore Math. Each of these frameworks is backed by research that indicates effectiveness of instruction when aligned to the framework. Further, all curricular materials will be fully aligned to the Texas Essential Knowledge and Skills. This ensures that all teaching meets and likely exceeds the expectations of the State of Texas and the methods for measuring such is outlined below.

Because the school is rooted in project based learning, students must engage in projects that foster critical thinking and problem solving. On a daily basis students will engage in inquiry based lessons followed by a project that extends their knowledge of the skills and content being taught. Projects will last three weeks and will be evaluated upon completion. Students will be focusing on creating hands on projects and experiments that delve into deeper content levels than could be achieved in a traditional classroom.

In addition to utilizing project based learning, teachers are provided with a framework for teaching both math and literacy. For literacy the framework is the Five Pillars of Effective Reading Instruction. This ensures that all reading instruction explicitly teaches the five critical components of reading as outlined by the National Reading Panel, and is in alignment with Every Child Succeeds Act. These components are phonemic awareness, phonics, fluency, vocabulary and comprehension. This will be combined with project based learning to create a classroom environment that enhances problem solving and critical thinking. Students will be given projects that incorporate each of these elements into their learning daily.

The selected Math framework is Singapore Math. This was selected because it lends itself well to project based learning due to it's heavy use of manipulatives and concrete representations of abstract math problems. The first step to solving any math problem would be to use a concrete object to represent an abstract concept. This is followed by pictorial representations and finally abstract concepts. This means that students can use manipulatives and pictures initially and then use abstract concepts to build and create projects centered around their conceptual understanding of mathematical thinking and reasoning. There is much research indicating the effectiveness of Singapore math and correlations between its' use and higher levels of student achievement. In 2011 the International Association for the Evaluation of Educational Achievement (IEA) conducted a study showing higher achievement among students using Singapore Math than any other math program. Both the reading and math framework will be utilized to ensure that student expectations are high and that all students are showing academic growth.

In order to offer special education students a rich academic experience while keeping all students in the least restrictive environment, the majority of special education students will be serviced through an inclusion program. An Admissions Review and Dismissal Committee (ARD) will be formed to address the needs of these students. This committee will follow current Texas education code for committee members. These students will be offered classroom accommodations and modifications in accordance with their individualized education plans as determined by the ARD. This could take the form of students being given written directions for projects, a visual model, extra time, or any other accommodation or modifications that would meet their needs. Special education students will be expected to participate in project based learning and to think critically, as it is our mission to educate all learners. In addition to classroom supports that can be provided by the classroom teacher students may also receive push in or pull out services to meet their individualized needs. For example a special education teacher may pull a student out of a reading class to implement a phonics program if that is identified as an area of need on the students IEP. Another

option would be for the special education teacher to push in during class time to give students scaffolded support during projects. This will enable special education students to be immersed in the project based learning experience while receiving the support that is needed to be successful.

Students who are enrolled in the bilingual program will receive the same expectations as the students who are enrolled in the general education curriculum. This means that these students will also participate in project based learning and will engage in inquiry based learning daily. The program will serve to provide language support so that these students can have the same experience as general education students. All bilingual and ESL students will be progress monitored using Texas English Language Assessment System (TELPAS). This will be monitored by the Language Proficiency Assessment Committee (LPAC). Our campuses will offer the early exit model with the expectation that most students will exit the bilingual program by the end of third grade.

In addition to the programs outlined above, we have ensured that there is a trackable and measurable way to verify that all instruction is aligned with the TEKS. All lessons will be submitted to campus level administration for verification that all instruction is aligned with the TEKS. Teachers will use Lead4ward snapshots and the TEKS as resources to ensure proper alignment. Teachers will use the assessed curriculum, readiness standards and embedded knowledge and skills within each lesson. For example, a third grade teacher will use a TEKS snapshot for third grade to plan daily lessons. The teacher will ensure that the basis of the lesson is a readiness standard (3.4, 3.8 and / or 3.13) and provides daily support throughout the lesson by implementing the supporting standards. Teachers will assess their students through diagnostic, formative and summative assessment. Diagnostic assessment can take the form of teacher made questions or pretests for example and will be used to assess prior knowledge before beginning a lesson. Formative assessment can be formal or informal and will be used to inform instruction. This can take various forms including but not limited to teacher made quizzes, CBM probes, teacher observations, short demonstrations of learning and more. Summative assessment will be formal and will be submitted to administrators. For example, the teacher will conclude at the end of each six weeks with a progress check to ensure that the material taught is on track with the assessed curriculum as expected by the state of Texas (STAAR). This will also be done through a district created common assessment at the end of each nine week grading period.

Data will be tracked by teachers and evaluated and analyzed by campus administration and central staff. This ensures that all student growth is maintained and areas for improvement can be targeted. The schools will each use a cloud based data tracking system that will allow administrators and teachers immediate access to all data. Data will also be tracked according to the TEK that it represents so teachers and administrators will have a clear view of which TEKS students are performing well in and which TEKS students need remediation in for optimal success. Having an accurate and instant system for analyzing and tracking data will allow professionals at various organizational levels to collaborate effectively while using data to drive instruction.

Aside from curricular programs, a rich extra-curricular program will be at the core of the mission and vision. This includes dance, sports or entrepreneurship. Each of these programs will have a curriculum that focuses on improvement and self-reflection. For example, the dance curriculum will have several components that will lead students to a well -rounded extra-curricular experience that enhances their skill set in dance. This will include movement, technique and performance, creating, composing and choreographing, historical and cultural context, and reflecting connecting and responding. The same level of rigor that is expected in the classroom will be expected in the extra-curricular programs. Students will demonstrate what they have learned through dance recitals, projects that focus on the historical aspect of dance, video creations, and other projects that highlight what they have learned. Extracurricular teachers will be expected to track data in the same manner as academic teachers. This will allow all staff to have access to data that can drive instruction and aim for improvement.

NARRATIVE (2) - Rationalize the use of the proposed curriculum to meet both the general and unique needs of the target population and community.

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

Teachers can modify the instructional delivery pace based on individualized student needs determined by ongoing progress measures.

NARRATIVE (3) - Describe the plan and schedule to evaluate the proposed curriculum.

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

Our mission and vision is to create a collaborative learning environment that is rooted in project based learning. In order to do so effectively it is pertinent to have a plan to schedule and evaluate our proposed curriculum. Successful evaluation of student growth includes diagnostic, formative and summative assessments and an assessment schedule that ensures teaching is being done at the same pace across all sections of a particular grade level.

For starters, teachers will be using diagnostic assessment daily to gather information about student levels and meet the students at their zone of proximal development (Vygotsky). This can take the form of questioning, teacher made pretests, or any other diagnostic method that a teacher sees fit. This will maximize instructional reach from the very onset of each lesson. Formative assessment will be conducted during each lesson throughout a unit. Teachers will use various methods to inform their instruction and modify teaching. This can be done through the use of Curriculum based measurement (CBM) probes, quizzes, teacher observations, demonstrations of learning, short narrative responses, and more. These assessments will serve the purpose of enabling the teacher to evaluate whether or not current instruction is effective and is key to effective teaching. This can be done formally or informally at teacher discretion. At the end of a unit teacher will give summative assessments in the form of a project. Students will create a project that is based on a concept being taught. This will be the culmination of a unit of study and progress will be tracked by the teacher and submitted to administration. This will entail a student created project that demonstrates their knowledge of all TEKS taught during the prior three week period. A new project will be assigned every three weeks. In addition to projects there will be a formal common assessment that is tied to Texas Essential Knowledge and Skills (TEKS). This will be administered in the classroom and will assess all material taught over a six week period. This will assess the TEKS that are in the curriculum for any given six week period. Administrators and teachers will have access to the data produced by these assessments. Data will be tracked according to which TEK each question on test or project represents. This will give teachers and administrators a clear view of student growth and progress in alignment with the TEKS. This will enable administrators and teachers to collaborate and create a plan to increase student growth and target TEKS that are not being mastered at the highest levels.

In addition to the assessment of curriculum, we will use the response to intervention model to assess student growth. This means that students will be categorized into tiers based on their instructional level. On level students will be tier one, below grade level students will be tier two and severely below grade level students will be tier three. Students can move through tiers based on data shown from individual TEKS. For example a tier one student can be moved to tier two or tier three instruction to remediate a deficit for one particular TEK and then be moved back to tier one. Students in tier one will not receive intervention, tier two students will receive interventions from the classroom teacher 2-3 times per week until skill deficits are remediated. Tier three students will receive intensive intervention from the classroom teacher and an intervention specialist. If little or no progress is made over the course of three weeks students may be evaluated for special education services.

The assessment plan will offer immediate data to teachers, campus administrators and central staff. This will enable all professionals within the organization to evaluate data at the highest levels. Doing so, means that instruction can be modified instantly to meet student needs as evidenced by data.

NARRATIVE (4) - Discuss any plans to serve special programs or extracurricular activities; provide detailed information on each service. If no programs or activities will be offered, provide the rationale for that decision.

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

One of the guiding principles of our mission is to educate the whole child. To do so, we must offer a rich extracurricular program. In fact, extracurricular activities and project based learning are at the core of what differentiates us from a typical independent school district or other charter schools in the area. We have constructed three extracurricular programs. Students will choose one and attend extracurricular activities for one half of each

school day. These include dance, sports and entrepreneurship. Each has a unique curriculum that will engage students in activities that aim towards self- improvement and mastery of skill.

To begin, each extracurricular activity will be taught by a professional with experience and expertise in the field. This translates into a real world experience in the classroom. The dance curriculum is divided into five categories. These include movement, technique and performance, creating, composing and choreographing, historical and cultural context, and reflecting, connecting and responding. The sports curriculum will focus on four areas. Students will choose one sport and the curriculum will be tailored to that particular sport, but the curriculum includes these areas no matter the chosen sport: concepts of movement, concepts of chosen sport, physical literacy and reflecting, connecting and responding. Students will begin each session with a collaborative dance or sport activity. This will be followed with individual and group instruction focusing on one of the above areas. Each category will be divided into units that will last for three weeks, at which time they will be assessed. This can be a test, or a short authentic assessment. At the culmination of six weeks students will complete a project that corresponds to what has been taught. This can include choreographing an original dance, performing a dance recital, or engaging in an authentic sports related activity that corresponds to the chosen sport. In addition to these types of authentic assessments, students may also be assessed by quizzes and tests that correspond to curriculum taught. Each lesson will end with a reflecting, connecting and responding activity. This will be teacher created to suit the needs of individual students.

Students who choose to attend the entrepreneurship academy will also have a unique curriculum tailored to meet their needs. This includes fundamental practices of communication, responsible citizenship, economic proficiency, financial literacy and reflecting, connecting and responding. Students will begin each session by engaging in a group collaborative activity. Students will then begin an inquiry based lesson which focuses on one of the above topics. Students will be given a project to work on using the inquiry based learning model. This can be creating a business model, a budget, or a marketing communication plan, or another authentic project that meets the needs of the learners. Each project will be assessed after three weeks. Formal test will be given at the culmination of six weeks. Students will also engage in real world entrepreneurship activities such as creating and marketing a business and tracking its' success through commonly accepted tracking methods. Each lesson will end with a reflecting, connecting and responding activity. All student work will be compiled into a student portfolio to track progress.

I. The applicant will serve any grades Pre K - grade 8. Yes No

II. The applicant will serve High School [any grades 9 - 12]. Yes No

Section III is for applicants who will serve Pre K.

III. Describe the grading system.

Sections IV-VII are for applicants who will serve High School [any grades 9-12].

IV. The applicant will implement Personal Graduation Plans for all students . Yes No
 Identify person(s), position(s), and/or entities that will be responsible graduation plans.

V. The applicant will offer the following endorsement(s): *Check all that apply*

Arts and Humanities Business and Industry Multidisciplinary Studies Public Service STEM

VI. Proposed graduation rate goal(s)? (in percentage)

Year One Year Two Year Three Year Four Year Five

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

NARRATIVE (1) - Discuss promotion and retention requirements for students to the next grade/graduation.

Include additional features of the educational model and(or) course offerings, outside of required curriculum, that will create a viable and adequate process for helping students promote to the next grade and (or) graduate.

NARRATIVE (2) - Identify outside resources, partnerships, endorsements, or other opportunities that will facilitate promotion and graduation.

NARRATIVE (3) - Discuss strategies that will be used to achieve successful vertical alignment between elementary, middle, and high school, where applicable.

Evaluation Criteria

A response that meets the standard will:

- Present promotion and retention requirements that are congruent with the proposed mission and vision.
- Discuss additional features of the educational model and(or) courses, outside of required curriculum, that will help students promote to the next grade level.
- Identify outside resources, partnerships, endorsements, or other opportunities that will facilitate promotion and graduation.
- Account for specific supplies, technology, and tools that will be needed to facilitate successful implementation of the program.
- Provide clear strategies that will assist students to vertically align between elementary, middle, and high school.

NARRATIVE (1) -Discuss promotion and retention requirements for students to the next grade/graduation.

Include additional features of the educational model and(or) course offerings, outside of required curriculum, that will create a viable and adequate process for helping students promote to the next grade and (or) graduate.

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

Students will have final averages each year for Math, Reading, Science, and Social Studies. If a student earns above a seventy in their subject areas, the student is promoted to the next grade level.

However, if a student earns below a seventy on three of four subject areas, the student has a probability for being retained in the same grade level. 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 student. The Grade Placement Committee will consist of the parent of the identified student and at least two staff members with adequate knowledge of the student's academics, behavior, and attendance ie, two subject teachers, one teacher and one counselor. If the student is bilingual or English Language Learner (ELL), the GPC should have a Language Proficiency Assessment Committee representative in attendance as well. The LPAC representative will review the student's data as well in order to determine if language was a factor in the student's performance.

The final decision of promotion or retentions is make by the principal after the committee submits a recommendation in writing to either recommend to promote to the next grade level or recommend retaining to the same grade level.

NARRATIVE (2) - Identify outside resources, partnerships, endorsements, or other opportunities that will facilitate promotion and graduation.

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

Arete and Kaizen Academy will consist of third grade through eighth grade. At the beginning of each academic year, each campus will have data analysis vertical alignment meetings. These data analysis alignment meetings will allow departments to create an academic expectation and goal for the year. the academic expectation will align to the standards of state accountability. These academic standard goals will be progress monitored throughout the year in each nine week data analysis meeting for both elementary and secondary.

This operational concept complements the transition of elementary to middle school. Our campuses will use vertical alignment meetings that will allow academic success for our students. We will have monthly meetings of our elementary departments in each content as well as having secondary meetings each month. Each monthly meeting will have a data protocol to follow which will demonstrate a data analysis of each content standard for each grade level.

NARRATIVE (3) - Discuss strategies that will be used to achieve successful vertical alignment between elementary, middle, and high school, where applicable.

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

In order to create vertical alignment, we have devised a plan to allow for complete and transparent collaboration. All teachers will be given a framework for reading and math instruction. This will ensure that the caliber of instruction will remain consistent throughout all grade levels. We will facilitate bi- weekly vertical meetings to encourage an open dialogue in regard to student achievement and expectations and alignment with Texas Essential

Knowledge and Skills. Teachers will be able to openly share best practices and collaborate by using shared teaching strategies. This will create a solid link among teachers between instruction and assessment in addition to creating uniform district wide expectations.

All teachers will be given the Five Pillars of Reading Instruction Framework for reading. This will ensure that the five most critical elements of reading instruction are being explicitly taught throughout all grade levels as recommended by the National Reading Panel. For math instruction, all teachers will be using Singapore Math. This will set the standard for math instruction to begin with concrete and tangible objects before moving on to pictorial representations and finally abstract concepts. Having uniform expectations that all teachers design and deliver effective lessons within these frameworks will set the standard uniformly across all grade levels.

In addition to a standard framework for instruction, teachers will be encouraged to collaborate in bi-weekly vertical meetings. During this time teachers will share and data, set goals and review best practices in addition to creating a uniform and shared instructional model. One tool that teachers will use in vertical meetings is vertically aligned curriculum maps. Teachers will be able to analyze these curriculum maps with campus and district level administrative support. This will encourage multi-level collaboration. In addition, teachers will be given a uniform vertical alignment template for curricular material (see attachment). This will ensure that planning is vertically aligned across grade levels. Furthermore, this will align district wide student expectations, as we recognize that it is not enough to vertically align the curriculum, we must also vertically align student expectations including work and study habits and discipline. The effect will be that instruction in each grade level will leave students wholly prepared to enter the next grade level and having met curricular goals.

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NARRATIVE: Briefly describe an average school day for a prospective student. How will their experience set itself apart from the average school day at the local school district? *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.*

NARRATIVE: 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. Include 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.
- Discuss how 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 will their experience set itself apart from the average school day at the local school district or charter? *Input answer here or on the previous page. Do not write in both.*

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

Students will have the option of choosing the morning academic session with extracurricular activities in the afternoon or the afternoon academic session with extracurricular activities in the morning. For the purpose of this narrative a morning academic session has been selected. The components of each school day will remain consistent regardless of which session a student is enrolled in.

The school day begins at 8:00 a.m. students are greeted by their teacher with a morning meeting. The focus of this meeting is to build relationships between students and teachers. The meeting will start with a focus statement that is centered upon self-improvement or reflection. This will energize students to become fully immersed in the vision and mission of the school from the moment they arrive. After the focus statement students will participate in a short 5-10 minute group activity that focuses on collaboration and relationship building. This will foster an understanding among students that collaboration with teachers and peers is an essential part of the self-improvement process and is paramount to a rich and effective educational experience. There are various activities that will be teacher selected for this portion of the meeting. The goal is to educate the whole child, and in order to do that effectively students must be given ample opportunities to speak and to be heard. Some examples of activities that can be used during this portion of the meeting include gathering in a circle and creating short 1-2 minute freeze plays, or chain reaction, which is a discussion building technique where students gather in a circle and the teacher asks student one a question, the student responds and poses a question to student two, who then responds and poses a question to student three and so forth until all students have responded. Aside from these two examples there are a great variety of activities that can be done and it will be left to teacher discretion, as the teacher will know his or her students best and will choose an activity that is appropriate and meets the goal of the meeting. This will be done daily. After the activity portion of the meeting students will be given 5 minutes to journal about steps they will take during the day to improve on something either in their academics or in their extracurricular endeavors. This will set the tone for the day and create an expectation of self-improvement as a core value of the school. It is pertinent that students are engaged in fulfilling this mission and the meeting and journaling create that expectation the moment students arrive at school.

After the morning meeting students will begin their academic day. The majority of instruction will be inquiry based. There may be short mini lessons that use direct instruction, but that will not be the majority of a typical day, so for the purpose of this narrative the inquiry based lesson will be discussed and elaborated on. Because the school will be using the flipped classroom model, students may be given a short problem to solve in groups or they may have even been given a brief homework assignment that activates their problem solving capabilities. Examples of this may be watching a short video that poses a question about a particular concept or being given materials and asked to construct something in a given time frame. Students will work through the problem as the teacher facilitates. The role of the instructor is to draw knowledge from students, not to tell students information and expect that it be memorized. Student will work collaboratively to solve the problem and will be asked to create a journal that details the ways in which the problem was solved.

After the morning meeting, students will participate in reading instruction followed by math, science and social studies as follows:

Reading instruction will utilize the Five Pillars of Effective Reading Instruction as a framework. This includes a focus on phonemic awareness, phonics, fluency, vocabulary and comprehension. This framework lends itself to group work and collaboration. For example, students can solve puzzles in small groups that use phonics skills, or they can create short plays that develop their comprehension of a given text. Most texts that students encounter will be self-selected with teacher guidance to ensure that the appropriate level is attained for accuracy, fluency and comprehension. Students will be given leveled texts that are differentiated and will be given teacher support during guided reading sessions. Students will be progress monitored bi-weekly and interventions will be given as deemed appropriate according to the data. In the classroom that may take the form of teacher led groups that focus specifically on a deficit skill. An example of this would be if a student had a skill deficit in initial consonant blends, the student would be put into a group with other students who have a similar deficit and they would then be given explicit instruction to remediate the deficit. This

would be done while other students engaged in small group activities that focus around problem solving during a literacy block. Students will self-assess their progress and it will be monitored by the teacher daily. Students will be given weekly literacy conferences with the teacher to identify areas for improvement and can use this data to create their journals.

Math instruction will use Singapore Math as a framework. This means that students will be first given a concrete representation of a problem followed by a pictorial representation, and finally an abstract problem to solve. An example of this would be the teacher posing a question and giving students manipulatives to use in order to solve the problem. This could take the form of counters, base ten blocks, fraction bars or any other tangible tool that the student can use to represent the problem. The teacher would facilitate while the students attempt to solve the problem in small groups or individually with some teacher support. As a follow up lesson on a future date after students have mastered this, they will be asked to represent problems using pictorial representations. This can include drawing pictures, line plots, bar graphs, part-part whole model or other variations. This will activate problem solving skills and create a base of conceptual knowledge of mathematics before moving on to the more abstract math problems. Students will be asked to create a math journal daily that reflects on a particular skill or concept in order to show understanding.

Science instruction will focus on creating projects or experiments that use the scientific method in order to formulate and test a hypothesis. Students will work in groups to prove their hypothesis. The teacher will pose a question and students may be asked to design or create an experiment to solve the problem. This can take the form of a tangible experiment or students can be asked to problem solve using a web quest.

Social studies will be embedded into reading instruction as well as taught explicitly. Students will be asked to create posters, charts, plays and other materials in small groups that focus around the concept that is being taught. Students will be given a question or problem and the teacher will facilitate learning while students solve the problem in a meaningful way.

At the conclusion of the academic day students will break for lunch before beginning their extracurricular activities. Extracurricular activities will be taught by teachers who are passionately involved in the content area they teach. For the purpose of this narrative a dance curriculum will be discussed, though students have the option of choosing from a variety of extracurricular activities. To begin, students will participate in a brief group dance activity that focuses on collaboration. They will then begin their individualized dance program. The dance curriculum will be divided into areas that focus on particular aspects of dance, for example, movement, technique and performance, creating, composing and choreographing, historical and cultural context, and reflecting, connecting and responding. This creates an extracurricular program that is in line with the school mission of self-improvement. Once the extracurricular activities are finished at 3 p.m. the student day comes to a conclusion.

It is evident that this school day has differentiated itself from a typical school day at a surrounding school district or charter because the focus on self-improvement, combined with the rich curriculum based on problem solving and the extracurricular experience cannot be attained at any other school.

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. Include 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.

It is evident from an abundance of research that the most effective instruction is individualized and data driven. Our

approach is both. To start, teachers will utilize student data profiles that enable them to see a complete picture of students' academic levels. They can use these profiles to create individualized plans for students that focus on student needs as reflected in student data. For example a teacher will be able to look at a student portfolio and immediately target any deficit areas based on the work shown in the portfolio. This might include test scores, work samples and other materials necessary to evaluate the whole student and create a targeted plan for instruction.

Aside from the student data and profiles, we have chosen to primarily use inquiry based instruction, and develop a project based learning curriculum. This means that the teacher is facilitating learning by encouraging students to gather information and use their senses. Teachers will rarely be lecturing while the class takes notes. More often, teachers will pose questions and allow students to work in groups to solve the problem, while they facilitate discussions. This encourages students to ask questions and think on higher levels, which has been proven to be an effective tool to activate students' problem solving and critical thinking abilities and is directly correlated with student achievement. Further, a growing body of research indicates that using inquiry based teaching methods results in better long term information retention. A study conducted by Fred Newmann and colleagues at the University of Wisconsin showed that students who received inquiry based instruction performed significantly higher than their peers, and that the practice of using inquiry based instruction played a more significant role in student achievement than any other factor including student background and prior achievement (School Restructuring Study, Newmann, 1995). Further, many studies indicate that there is an overwhelming superiority of knowledge gained by students who receive inquiry based instruction than by any other instructional model. Additionally, our curriculum plans to extend inquiry based learning into project based learning by having students transfer their knowledge into real world situations and apply critical thinking and problem solving skills. This will be done through the assignment of real world problems that students will be asked to solve in groups with teacher facilitation. It could take the form of constructing things such as structures, experimentation to test a hypothesis, or student created puzzles to name a few. There is a plethora of modern research that indicates this type of learning increases students abilities to define and solve real world problems, and retain factual information. Clearly this type of instruction is well suited for a successful learning environment as evidenced by the research.

In order to create a well -rounded educational program, we have selected to use the Five Pillars of Effective Reading Instruction and Singapore Math as a framework. Both are student driven, data based and researched. Since the majority of instruction will be inquiry based, both frameworks are adaptable to that concept. Each will be discussed in detail below.

The Five Pillars of Reading Instruction focuses on five areas that are proven to have a great impact on student reading ability. The five areas include phonemic awareness, phonics, vocabulary, fluency and comprehension. The framework for reading instruction acts as a guide to ensure that teachers are creating a rich literacy environment that addresses the most critical aspects of reading instruction. This method of teaching reading is superior because it addresses the five most critical elements of reading instruction as named by the National Reading Panel. Adopting this framework ensures that students are receiving explicit instruction in each of these areas. Instruction can take place in the form of phonics games, guided reading groups, rhyming games, read alouds, and more. All of the elements of the framework have been thoroughly researched and have been proven to be key components of any highly effective reading program. In addition, English language learners will be supported because this particular framework encourages teachers to explicitly teach vocabulary, discuss word families and how they are used, use pictorial representations and provide frequent opportunities to work in pairs or in groups, all of which are proven effective strategies for English language learners. Further, the framework lends itself to collaborative learning because students can create plays, conduct read alouds, read to one another and more, all of which facilitate a collaborative learning environment, in accordance with our vision and mission.

For a math framework, we will be using Singapore Math, which again is a highly researched framework. This was chosen because it ensures that students first receive instruction that utilizes concrete objects prior to moving to pictorial and then abstract representations. Using this framework is a way to ensure that students will obtain a solid foundation that is rooted in the conceptual knowledge of mathematics without being forced to learn procedural concepts that offer little to no meaning. For example, a student will learn the concept of place value before learning the procedure of moving the decimal point to change the place value of a number. This enables students to develop a procedural understanding of mathematical concepts on their own by using their conceptual knowledge base. This type of instruction has been correlated with higher achievement among students and superior knowledge of mathematical skills.

A typical math lesson would use concrete manipulatives to solve a problem, followed by pictorial representations and then abstract problems. This means that students who are English language learners have a level of built in language support because in addition to being given frequent opportunities to work in pairs, students will be relying heavily on the use of manipulatives and pictorial representations, which correlate with higher achievement among English language learners. Further, there is a heavy reliance on bar models, which transfer to a faster ability to solve math problems accurately.

In order to differentiate instruction to suit individual needs, teachers will use student profiles. This means that through the use of data, teachers will be able to isolate student deficits in specific areas and give concentrated instruction based on skills, rather than repeatedly teach students a skill they have mastered. The data analyzed for this purpose can include tests, quizzes, curriculum based measures (CBM), and student work. We will be using the response to intervention model. Students who are on level will be labeled as tier one and will not receive targeted instruction, but rather, will be given problems to facilitate a greater depth of knowledge. Students who are below level will move to tier two and will be given targeted instruction by the classroom teacher 2-3 times per week until the data shows that the skill deficit has been remediated successfully. Tier three learners will be given intensive interventions by the classroom teacher and an intervention specialist or remediate skill deficits. Because the system is fluid, students can move through the tiers as needed. This is an effective way to deliver interventions because it is data driven and fluid. Research indicates that intensive intervention is key to remediating the lowest achieving students. This system ensures that those students receive that intensive instruction. Gifted and talented students will benefit from this system as well because these students will be afforded the opportunity to gain a greater depth of knowledge by receiving instruction that is tailored to suit their needs as well. For example, they can be given projects that contain extension so enhance learning. They can create projects that focus on a greater depth of knowledge rather than on skill remediation. In addition, students in bilingual education and English language learners will be afforded the language supports that they need to be successful. This can take place as explicit vocabulary instruction, pictorial representations of problems and more. Using this system also indicates that students with disabilities are identified early and can receive the proper special education services that are required for them to be successful. If a student is progress monitored for a period of six weeks and shows little to no progress then they will automatically be referred for special education services. If they are accepted into the special education program they can receive pull out or push in services to meet their needs.

In addition to differentiation based on student levels, instruction will be differentiated based on student interests. This means that students will be given problems that suit their interest based on an interest inventory given by the classroom teacher. Students will also self-select books for independent reading based on their reading levels and will choose which extracurricular program they wish to participate in. This means that students will be given complete ownership of their learning, which correlates with higher achievement when compared to traditional classroom models.



Charter holders must enroll and serve students in at least one state-tested grade level by the beginning of the third (3) year of operations, so that the Charter School receives an accountability rating at the end of its third year. Also, the Charter School must enroll and serve at least fifty (50) percent of its students into a state-tested grade level by the beginning of the fifth (5) year of operations.

I. Name(s) of Proposed Assessment(s):

for PreK, Kindergarten, Grade 1, and Grade 2...

NA

II. Name(s) of Proposed Assessment(s):

for Grade 3 and up...

Appropriate STAAR exams, Arete and Kaizen Semester Portfolio, 1st and 3rd 9 Week Projects

III. The charter school will be evaluated under Alternative Education Accountability (AEA) provisions.

Yes No

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

Including educational or experience requirements.

Arete & Kaizen will have a Chief of Curriculum and Instruction and a campus Administrative Leadership Team leading the district's charge in advancing academics through a rigorous project based learning curriculum.

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

Project Based Learning will consist of two major grades for each student. Projects will have a rubric that will propose the overall grade for December as well as the second grade transpiring in May. These evaluations will be considered "Major Evaluations". Secondly, each grade level will have 2 three week assessments given by their content teacher. These 2 third week assessments will consist of projects or exams derived from teachers that are aligned to content. The nine week benchmarks will be created by the Academic Director and team will align to the curriculum guides that can be found in the appendix section. Data collection will transpire through these three resources. Teachers are expected to collect data in class while storing the information in student profiles. This data will be used to drive instruction throughout the year.

VI. Person(s), position(s), and/or entities that will be responsible for the analysis of data.

Including educational or experience requirements.

The Chief of Curriculum and Instruction will have at least five years campus administrative experience and at least a Masters Degree. Data Analysis collectors will be campus based and selected by the Administrative Leadership Team. The Data Analysis collector will have a bachelor's degree at minimum.

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

Data collectors will be classroom teachers and Administrative Leadership Team. Each member of the Data Collection Team will have at least a Bachelor's Degree.

If proposing any grades PreK through Grade 2, include specific discussion on the proposed assessment(s) in the narratives below.

NARRATIVE (1) - Detail all plans to measure and evaluate academic progress of individual students and student cohorts. Including throughout the school year, and at the end of each academic year.

Include roles and responsibilities for anyone involved in planning, implementation, data collection, analysis, and reporting of data.

NARRATIVE (2) - Provide a rationale for the use and applicability of the proposed assessment model(s).

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).
- Identify specific roles and responsibilities of person(s), position(s), or entities that will be involved in 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.

If proposing any grades PreK through Grade 2, include specific discussion on the proposed assessment(s) in the narratives below.

NARRATIVE (1) - Detail all plans to measure and evaluate academic progress of individual students and student cohorts. Including throughout the school year, and at the end of each academic year.

Include roles and responsibilities for anyone involved in planning, implementation, data collection, analysis, and reporting of data.

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

Arête & Kaizen Academies will uphold and maintain high standards of measure of student academic success. At minimum, we will have to 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 population being college and career ready. This will be evidenced through our school's performance on State Assessments of Academic Readiness (STAAR) meeting at least the minimum requirements for Texas' state mandated standards. This includes the assessment variations modified for special populations taking STAAR ALT.

Each year following the release of STAAR evaluation results of our charter schools, the administrative board will review the educational plan of action for our school's upcoming school year. This allows for district and campus goals to be created. The goals will contain academic goals that will maintain progression towards academic success as well as have innovative ideas to increase student achievement. The administrative board will review curriculum guides provided 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 administrative board mandated adjustments to curriculum guides, evaluations, and project rubrics, schools will be charged with instructional adjustments to plan for improved teaching and learning on their individual campuses. Curriculum guides provide d per content area per grade level to assure they are appropriately pacing the knowledge and skill set required per grade level and content. The guides will also facilitate the guidelines towards semester projects and major evaluations.

Arête & Kaizen's administrative board will have a Chief of Curriculum and Instruction who will lead the district's charge in advancing their student population's academic journey through a rigorous project based learning curriculum. The Chief will also have the support of an Academic Director who will create an assessment timeline based on the standards set by the Texas Essential Knowledge and Skills as well as aligning the expectations to Texas Education Agency's expectations at the end of the year. There will be an Administrative Leadership Team at each site throughout the district that will ensure that each academy will follow the expectations and educational timelines are followed. Projects will have a rubric that will propose the overall grade for December as well as the second grade transpiring in May. These evaluations will be considered "Major Evaluations". Secondly, each grade level will have 2 three week assessments given by their content teacher. These 2 third week assessments will consist of projects or exams derived from teachers that are aligned to content. The nine week benchmarks will be created by the Academic Director and team will align to the curriculum guides that can be found in the appendix section. Data collection will transpire through these three resources. Teachers are expected to collect data in class while storing the information in student profiles. This data will be used to drive instruction throughout the year.

The annual standards of academic achievement will align to the state of Texas' expectations known as the STAAR test. Arête & Kaizen's expectation is that all charters earn and maintain, throughout the highest ethical standards, an accountability rating of meeting standard as well as receiving distinctions. As the new letter grade system begins its implementation, we will expect at least a B or higher. Through the assessment performance of our student population our charter will demonstrate an ability to reach the Texas required STAAR level phase in standards, student progress measure, closing performance gaps of special populations, and meet the required percentage of post-secondary readiness. These standards of student achievement will be evidenced as measured through the Texas Consolidated School Rating Report via Texas Education Agency.

There will be at least three levels of data analysis.

1. Classroom Level. Teachers will collect overall student data in their student profiles using daily grades,

participation, and homework. This will allow for teachers to know student strengths as well as struggles. Student profiles will assist in teacher lesson planning and parent conferences. Classroom passing/failing rates will be collected at this level as well. Teachers will grade three student major evaluations, nine week benchmarks, and semester projects.

2. Grade Level/Campus Data. Administrators will collect overall grade level data which will allow for planning for support of grade levels and/or content. The data will be based on evaluations, benchmarks, and semester projects. In addition, campus data will be collected at this level. This data will assist in planning for teacher professional development as well as projections in state assessments.

3. District Level. Chief of Curriculum and Instruction as well as Academic Director will collect data in order to support academies in meeting the standards of Texas Education Agency.

As a strong guideline, Grades 3rd, 4th, and 5th should have close to 50% of their period/semester/final grade weighted on Major Evaluations, Benchmarks, and Semester Projects. Sixth, Seventh, and Eighth grade should have close to 60% of their period/semester/final grade weighted on major evaluations and benchmarks while 40% weighted on semester projects.

Arete & Kaizen students will have four nine week periods with each semester having two 9 week periods. 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 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, q teacher and one counselor.

The final decisions of promotion or retentions is make by the principal after the committee submits a recommendation in writing to either recommend to promote, or recommend retaining.

NARRATIVE (2) - Provide a rationale for the use and applicability of the proposed assessment model(s).

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

John Dewey from the early 1900's supported the "learning by doing" approach that aligns to Project Based Learning. As such, the Project Based Learning model reinforces the approach that aligns to the Father of Modern Education, John Dewey. Each project will have grade level standards however it will also adhere to the student's extra-curricular passion. This concept enhances the child's learning by truly going cross-curricular and 21st century learning. These major evaluations (projects) will be the culmination of each semester.

Arete and Kaizen will continue the State of Texas Assessments of Academic Readiness exams as mandated by the district. This assessment is aligned to the Texas Essential Knowledge and Skills which is what every educational institution should expect at minimum of their students' education.

Each three weeks, students of Arete and Kaizen will have assessments that are again, project based assessments to assist teachers in their data analysis to drive instruction throughout the year. Data Driven Instruction is supported by Paul Bambrick Santoyo who is another research based author and cornerstone in education.



Open-Enrollment Charter Schools that are subsequently approved for multiple campuses after Year 1 must hold at least one public meeting within the geographic boundaries at least 1 year prior to opening that campus. See Letter of Special Assurances if proposing to open more than one campus.

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

29/11/2016/06:00pm
 14/11/2016/06:00pm
 10/26/2015/6:30pm
 10/19/2015/6:00pm
 10/14/2015/6:00pm
 '15 meetings within 18 months of application due date.

II. Number of Attendees - # per meeting

Nov 28 meeting - 48 attendees
 Nov 14 meeting - 27 attendees
 Oct 26 meeting - 36 attendees
 Oct 19 meeting - 18 attendees
 Oct 14 meeting - 53 attendees

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

Academy of Classical Karate
 1301 Custer Rd., Suite 515
 Plano, TX 75041
 (location had three meetings)

Dance Company of Wylie
 800 Vanessa, Suite A
 Wylie, Texas 75098
 (location also had three meetings)



The term "awareness outreach" refers to any demonstrable activity undertaken to build awareness of the proposed charter school and (or) any associated public meetings.

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

<input checked="" type="checkbox"/> In-Person	Other	Facebook Face to Face at Coffee Houses Foundation's Website Flyers posted in Grocery stores Flyers posted in Coffee Houses Sent mass email
<input checked="" type="checkbox"/> Telephone		
<input checked="" type="checkbox"/> Social Media		
<input type="checkbox"/> Direct Mail		

NARRATIVE (1) - Discuss awareness outreach strategies that were taken prior to the meeting(s). Include any populations and (or) communities that were targeted for outreach efforts.

NARRATIVE (2) - Provide a synopsis of the public meeting(s) held to discuss the proposed charter school plan.

Include a summary of audience questions and any responses provided during the meeting.

NARRATIVE (3) - Explain any strategies that increased attendance at the meeting(s) or factors that contributed to lower attendance rates.

Press to Input Narrative Response

Evaluation Criteria

A response that meets the standard will:

- Discuss method(s) of awareness outreach that were used to build awareness prior to the meeting(s).
- Detail specific areas of interest and concern that were discussed during the meeting(s).
- Explain possible reasons for unexpectedly low attendance rates or detail strategies that possibly increased attendance at the meeting(s).

NARRATIVE (1) - Discuss awareness outreach strategies that were taken prior to the meeting(s). Include any populations and (or) communities that were targeted for outreach efforts.

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

In order to provide information to the community, multiple outreach methods were utilized to spread and distribute information about the Foundation's intention to open up a Charter. The first and most effective platforms is Facebook. According to Pew Research Center, "The social network [Facebook] is used by 57 percent of adults in the United States and more than 70 percent of teenagers, and 64 percent of those users spend time on the platform every day, up from 51 percent in 2010" (Smith, Feb 3, 2014). Arête and Kaizen created a Facebook page that frequently gives information about its Mission, activities, events, and progress towards obtaining approval to become a Charter holder; www.facebook.com/areteandkaizen/. Information, seen as an "Hosted Event" was created for each public meeting on our Facebook page. This was also shared as a post by a few businesses and by our Board members. As a positive note, other individuals who saw the event copied and share on their personal pages as well. Facebook provides the ability to track how far a post 'Reaches'. Within 24 hours of posting, the information Reached over 150 people meaning that the Public Meeting event information appeared on 157 peoples' News Feed.

The Foundation also has its own webpage, www.areteandkaizen.org. This website has link to our Facebook, and our Facebook page also provides a link to our website. The Webpage gives detailed information about our Foundation, mission, and overall goals. The website provides information about the Foundation's Board Members and displays information on how to financially contribute to the nonprofit organization. Information about the Public Meeting invent was published to the website along with the location, time, and a way to ask for additional information directly to the Foundation.

"Coffee and Conversations" have become a trend as informational hotspots around multiple communities. This phrase typed into any search engine will bring up memes, events, blogs, gatherings, and various other forms. The utilized a popular theme, we posted multiple flyers in coffee shops around the community and verbally have had multiple conversations in these locations. Coffee goers often ask about the foundation and its mission as the flyer is being posted on their 'nonprofit' informational boards. This open and transparent strategy of providing face to face interactions has gained momentum.

After multiple conerations on how think outside the box and on an innovative level, the applicant team developed a strategy to specifically target populations being served in Improvement Required campuses. On multiple occasions, if you stand in any coffee shop, you will see students being tutored, parents talking to other parents about their child's teacher, at times, student's studying by themselves. Since these locations frequent parents who are unsatisfied with the current educational system or situation, this population was specifically targeted. Further, the coffee locations that neighbored campuses who were rated Improvement Required in 2016, especially if they had an IR rating in 2015 as well, these coffee shop locations were frequented multiple times. The Foundation researched the TEA Website and located the Public Education Grant (PEG) List for 2016 – 17. This .pdf document was printed and analyzed for campuses who were rated Improvement Required for the current and preceding years. Information was presented with caveat of providing more information, a powerpoint, and multiple presenters at the public information meeting. This same method was used to target grocery store settings to post flyers about the Public Informational sessions.

Multiple methods were used to spread the word to recruit the public to the meetings, in summary: Publishing in the mas distributed Dallas Morning News, Facebook, URL website content, conversations at neighboring coffee shops, using mass e-mail blasts, posting flyers in the grocery stores and coffee houses, and specifically targeting coffee houses, grocery stores, and other locations near Improvement Required campuses. The Application team discussed sending direct snail mail as an additional method but the cost-benefit ratio was determined not be the best choice.

NARRATIVE (2) - Provide a synopsis of the public meeting(s) held to discuss the proposed charter school plan.

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

The Public Meeting Informational sessions started with a Power Point Presentation.

The presentation gave the purpose for the Foundation and why it was started. The Board Members were introduced and their passion for serving. The over arching goal of the nonprofit organization was established and elaborated upon. And the vision of what achieving goals for the nonprofit and Charter Academies was cast and articulated. The presenters provided clarification and guidance upon the differences and similarities between traditional public schools, private schools, and public charter schools. Which ones are funded by the state, city, and tuition based. State achievement accountability was discussed and explained. How public schools are funded in relation to enrollment and attendance, financial stability of the applicant entity and budgetary plans.

The community needs was also communicated and this process started a crucial conversation. Charter schools were designed to be innovated in nature, allow for freedom in teaching that may not be present in traditional public schools, and to offer choice to parents. The focus of innovation of the charter being proposed was discussed in detail: Project based learning, personalized approach, student centered, using facilitative methods instead of concentrating on direct teaching the who time, a specific artistic emphasis for each campus, proposed locations, and what the overall school day would look like. The focus on Leadership & Entrepreneurship, Performing Arts, and Athletic Performance was thoroughly communicated.

Throughout the multiple meetings the Foundation had, several key themes of questions arose:

*Will credits transfer when students are in the 8th grade of the Charter and have to go back to the Traditional Public school?

These questions got the Foundation excited because it shows interest in not only the Charter Academy's premise, but gives an assumption that they will stay there for multiple years. We explained that the Charter is a 'public school' and once we are awarded the Charter and become a Charter Holder, students will be served as any other traditional student and once they are promoted then they will receive credit. Further, if the student's would like to continue their academic study while simultaneously has a focus of passion, we would assist them into applying for a similar High School equivalent such as considering Booker T. Washington High School for the Performing and Visual Arts continue their Charter experience somewhere like the International Leadership of Charter Texas High School.

*I love the idea, but I'm not sure my 6 and 7 year old would be ready for this type of learning or focus in the Arts, and after 5th grade, will you be likely to have 6th grade approved in time?

This concern came early in our public meetings, specifically, in October 14th and 19th meeting. Our original idea was to apply for a Charter that served Kinder through 5th grade, and then once we had researched middle school experiences and obtained community support, we would reapply for the additional middle school grades. However, through the public meetings, we unanimously received support for serving 3rd Grade as the starting period in the Charter and continuing through the 8th grade level. After having this concern brought up in the first two meetings, we adapted the educational plan to meet this need and when we presented the 'new' plan through the next four public meetings, it was met with excited support.

*What if I am residing in Wylie and the Entrepreneurship & Leadership focus Academy is in North Dallas, can my child still attend?

Whenever our attendees asked about having to live 'near' an Academy to attend the school, we informed them that the campus boundary is set by the charter, and if you reside within the boundary, the students are eligible to attend any of the 3 campuses.

*Can any child attend the charter? Will there be an audition? Can I register now so my child is guaranteed are place in the school?

This question was asked at nearly every meeting. We informed parents that a Charter is just like any public school and if there is room in the Charter, the student will be accepted. This Academy does not have any audition criteria to be eligible. The only way a student might not be 'accepted' in the Academy is if during the enrollment and registration period, there are more students enrolling than vacancies present in the charter. A lottery system would then be held and parents would be notified of the lottery date, process, and if their child gained acceptance through the lottery system. The only way a student might not be allowed into a Charter due to criteria, is if there is a documented pattern of severe behavioral problems. These instances would be investigated and determined by a case-by-case basis by the Academy Leadership team.

*My child has special needs, will there be people to help him? What if Project Based Learning does not work for my child because they get easily distracted in groups?

This concern was identified a few times. We assured parents that the Academy accepts all students, including students with identified special needs services. If the student has an Individual Education Plan (IEP), the Academy would continue to follow that plan when he enrolls. The Admission, Review, and Dismissal (ARD) process would also still continue and meet, at minimum, on an annual basis.

If a child without special needs is struggling in a group setting, the teacher, support staff, and administrative staff would brainstorm ways to serve the student so they may reach their academic potential. Possible solutions to this specific concern may be to allow the student to continue PBL without a group setting, and allow them to learn and create on an individual basis or possibly in pairs if working only with one additional student allows for learning to occur. Other solutions were addressed and the key concept of continuing to support the student and teach in multiple ways to find a solution is how the situation would be reminded.

*In general, do Charter Schools perform worse than public schools? / In general, do Charter Schools perform better than public schools?

In transparency, this question is challenging to answer. Depending on the study, the author, the data set that was analyzed, their definition of 'success', and a multitude of other factors can skew the data to either side. At times, if measuring the 'overall pass rate' will give an advantage over the other, further, using a 'growth rate' might skew the data in the other direction. As declared an opinion, the question was answered transparently with how data and statistics can be manipulated or sorted in a way to appease one perspective over another. Ultimately, the charter 'success' depends on the plan, the teachers and staff hired to implement the plan, the monitoring of the plan, and ensuring financial responsibility and documentation would ultimately measure success. And these components are the same for charter, public schools, and public school districts. The 'best' plan will fail if the wrong people are hired to implement it, or they are trained properly. The hiring of quality teachers and training them to utilize this identified approach would ultimately be the critical factors of success.

*Where will the schools be located?

This concern, unfortunately, was not assuaged due to the practical logistics of this process. Attendees were informed of the timeline of this charter approval process; application due on December 5th, the initial screening, external review, internal review, interviews, and then the Commissioner's recommendation of approved charters in the beginning of June 2017. Then a waiting period of 90 days where the SBOE can veto any/all recommendations. Ultimately, near the end of the summer, Charters will be awarded to applications identified if all the 'changes' that were requested be fulfilled. After being awarded a charter, the applicants continue through their plan of action to be ready to open in August 2018. The state does not provide funding until September 2018 based on student enrollment and attendance. The facility agreement must be arranged before students start, and herein lies the timeline difficulty – a facility/lease/contract is necessary before state funds are obtained. Donations were discussed as a leverage point to solve this issue as well as a possibility of a federal grant, but this can not be 'counted upon' due to several reasons and the possibility of the fund not existing in the Spring of 2018. Ironically, if we had one or two months' worth of leasing financial means, we would still not be able to identify a location most likely because if there was a facility empty now, the likelihood of it staying empty and not contracted by another organization for 1.5 years is not likely to happen either.

In essence, we have general locations of where the facilities will likely be, however, the actual building itself may change due to the timeline and approval process. We shared the criteria of the characteristics of the building facility we believe would benefit students such as 15,000 square feet of space or more, access to adequate arrival and dismissal areas, large spaces to facilitate Project Based Learning and physical performance areas for two of the campuses.

NARRATIVE (3) - Explain any strategies that increased attendance at the meeting(s) or factors that contributed to lower attendance rates.

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

The public meetings had a mixed feeling. Before we met, the applicant team discussed our personal goal for each meeting. With the feedback we were receiving via face-to-face meetings, the likes and shares on Facebook, the amount of flyers that were distributed as well as the newspaper posting, and our technology messaging communication, we were wanting 50 attendees per meeting.

The first meeting in 2016, we have just shy of 30 attendees, which was good and overall was close to 60% of our goal, however, we had high expectations. The second meeting, we really encouraged the attendance, other board members are the additional application teammate, Heather Pitcher, really promoted the idea of talking to the appointed Superintendent, and that may have drawn more people to the second meeting. The last meeting still fell short of the '50 attendees' but overall, the applicant team was amiable to the turnout. The turnout could have been negatively effected by giving 'too' much information during our face-to-face conversations. If during the face-to-face discussion, every question was answered and a lot of information was given, the parents might have left the initial contact 'very informed' and feeling content tracking the charter school approval process being posted online in the Foundation's Facebook page. In the future, we might consider postponing answering a question or two so they are 'still thirsty' for more information. However, not answering questions is a delicate balance and might have unintended negative consequences. This idea is not set in stone and is still being discussed.

After all the meetings had been completed, the team discussed the continued methods of spreading the message about the Charter and Foundation with the lessons learned from the five meetings that were held. New strategies which will be implemented in every meeting the future include providing food and light snacks and instead of verbally telling people about the group meetings we will shift to getting verbal confirmations. If possible with funding, purchasing polo shirts and attire with the Arête and Kaizen Foundation logo to spark conversations and interest when the Board members and staff are out in the community. And finally, with the small business interest, making it convenient and in non-intrusive methods, encourage business owners to verbally spread the message about the public meetings. The goal in the future, whether the Charter is approve or not, is to have quarterly meetings to continue to spread informational message, but to give progress about the Charter approval process, and now to encourage financial support to a higher level.

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



ONLY COMPLETE THIS PAGE IF ... you indicated “yes” above that you have already chosen a facility (or facilities). This means that you know the physical address for at least one of the proposed campus(es) in Year 1. If you indicated “no” above, proceed to the next page.

II. Physical Address of Location(s):


III. Does the applicant intend to lease or purchase property? Lease Purchase
 If leasing, is the applicant within the 2nd or 3rd degree of consanguinity or affinity to the lessor? Yes No

IV. The applicant will:
 Use the Existing Facility As-Is Build a New Facility Repurpose/Remodel the Existing Facility

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

VI. What was the facility’s last nature of use?
 The previous use of this was a medical facility focusing on MRI scans and other diagnostics. Stephens and Associates Medical and Health professionals.

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

 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.

NARRATIVE (1) - Detail the proposed acquisition process to account for any lease or purchase agreements.
 Include projected acquisition timelines and associated cost(s) and fee(s).
NARRATIVE (2) - Describe the facility and community and how they will be suitable for the proposed charter school’s mission, vision, educational model, and scope of operation. If any, detail all construction and(or) renovations that must take place before serving students.
 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 and community and how it will be suitable for the proposed charter school’s mission, vision, educational model, and scope of operation.
- Justify the facility and community’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 - including timeline(s), cost(s), and fee(s).
- Provide a clear plan for any construction or renovations that must occur to ensure adequate facilities.
- Present budget costs and financing arrangements that are congruent with the financial workbook.

NARRATIVE(1)- Detail the proposed acquisition process to account for any lease or purchase agreements.

Include projected acquisition timelines and associated cost(s) and fee(s).

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

After considering the location of the ‘main’ campus, the most congruent facility to meet the needs of the community, students, educational settings, and supportive of the Foundation and Charter’s mission, is the building located at 1801 N. Glen Drive, Richardson Texas, 75081. The foundation has been in contact with Lee & Associates Commercial Real Estate Services to develop possibilities for the facilities to serve as campuses once the Foundation has been awarded a charter. Other location possibilities have been identified for the second and third campus in Wylie (Performing Arts focus) and in Plano (Athletic Performance and Development focus). The 1801 N. Glenville campus will focus on Leadership and Entrepreneurship.

The timeline, costs, and fees have been outlined below in the acquisition of this specific building including the other two locations as well.

June 2017 – Texas Commissioner of Education Awards Arête and Kaizen Foundation a Charter License

Summer 2017 – Utilizing a broker at Lee & Associates, the Foundation and commercial real estate organization will identify and decide upon two additional locations (1 in Plano, 1 in Wylie) to serve as campuses. The facility in Plano should have space or nearby areas to serve in athletic development and performance, the facility in Wylie should provide for performing arts training and events.

October 2017 – All three campus locations identified

December 2017 – Discuss any buildout and internal floorplan changes that need to be made

January 2018 – Update financial budget and financial workbook as needed

March 2018 – review campus enrollment activity and project student attendance with enrollment

April 2018 – Finalize negotiations for rental and lease cost; pursue 1st and 2nd months’ rent being provided for free, or at a significantly discounted rate if fundraising/donations/grant projections are lower than expected

May through July 2018 – Buildout and renovations would occur; service funded by donations and fund-raising; payment deferred if needed due to lower than expected funds

July to August 2018 – Facility renovations complete, classroom, office, and common areas setup, tours provided for families and students; payment forgiven/donated due to negotiated talks; or, payments provided due to donations/fundraising (or a combination of negotiations and partial/lowered payments); or payments are offered at a discounted rate; or, last resort, payments are deferred until September and October once state funds are given from students enrollment.

September 2018 and continuing – a \$15,000 a month rental agreement satisfied by payment from Charter aligned with budget from state enrollment and student weighted average daily attendance. Average utility bill, and budget, allocated at \$1,000 per month. Building Insurance included in insurance package proposed in budget of \$10,000 per year also included in financial workbook.

NARRATIVE(2)- Describe the facility and community and how they will be suitable for the proposed charter school's mission, vision, educational model, and scope of operation. If any, detail all construction and(or) renovations that must take place before serving students.

Include all plans to ensure that the school facility will be compliant with the Americans with Disabilities Act (ADA).

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

As previously described in the Educational Program section of this application, the realistic projection of Arête and Kaizen Academy's population demographic in summary, had its highest percentages of: 50.4% Hispanic, 66% Economically disadvantage, 21.3% African American, and 58% At-Risk. Using the demographics of the proposed district location, Richardson ISD, the highest community need is derived from the campus which are currently Improvement Required. According the Public Education Grant which gives a list of schools that were rated Improvement Required indicate that Richardson ISD Improvement Required campuses were: Carolyn B Bukhair Elementary, RISD Academy, and Thurgood Marshall Elementary. These schools will be served by Arête and Kaizen Academy because of proximity and will be in their attendance zone.

The facility at 1801 N. Glenville occupies space in the middle of Richardson ISD and in the attendance zone of an Improvement Required Elementary campus, specifically, Carolyn G Bukhair Elementary located at 13900 Mahman Rd. This elementary school is 4.9 miles away from 1801 N. Glenville Drive. This community, which also encompasses two other additional IR campuses, is in high need of choice educational settings, authentic learning, and relief from academic struggles. Using data from the Demographic section of this application, the community has a significantly higher Special Education percentage compared to the two other neighboring districts. The mission of the foundation is to provide Excellence in Academics, as well as continuously improve in the Arts. This campus will focus on Leadership and Entrepreneurship. With a substandard performance in academics, it can also be assumed that community and staff morale have decreased as well. A focus on Leadership and Entrepreneurship will provide emotional relief and increase morale of the parents and students and energize the community.

The square footage of 1801 N. Glenville Drive indicates 15,000 sq feet available. With the leasing price of \$12 per square foot, the monthly rent would align with the financial workbook of approximately 45,000 square feet for 3 campuses with a budget of \$15,000 per campus.

This specific facility was built in 1999 and has served as a medical diagnostic facility focusing on providing MRI scans. Since this facility has been previously established as a medical building, the facility is compliant with current Americans with Disabilities Act (ADA) that includes, but is not limited to, wider doorways for wheelchairs, ramps for elevated levels, and restrooms that are wheelchair accessible as well. For educational purposes, the facility is already wired for Fiber Optics for data streaming (the previous renters used AT&T Fiber for data needs). Further, to assist in providing transportation to the community and others, the facility is within walking distance to the Dallas Area Rapid Transit Rail Station. The Foundation has been in contact with the Commercial Real Estate Services of Lee & Associates and described the intended use of the facility for educational purposes after being approved for a Charter License. Build out and renovations have been briefly described to have larger than regular classrooms to promote the group collaboration students would utilize during Project Based Learning instructional settings.

No repairs or construction 'needs' to be completed before serving students. However, after the charter is approved, leasing agreements have been negotiated, a walkthrough would be completed to discuss where some rooms may need to be expanded. Current offices are already present that would be used for administrative offices and meetings, so total renovations would be minimal except to remove some non-load bearing walls for larger classroom areas when needed. The current floorplan has been reviewed by the applicant team and a specific floor plan has been created to serve as classrooms, break rooms, campus leadership office, front office, and administrative office. The square footage of 1801 N. Glenville Drive indicates 15,000 square feet available. With the leasing price of \$12 per square foot, the monthly rent would align with the financial workbook of approximately 45,000 square feet for 3 campuses with a budget of \$15,000 per campus. The buildout cost would be included in the monthly rental agreement provided that a 60 month agreement is signed. The facility will not ask for the buildout cost be paid for upfront with a multi-year lease. Pending the negotiated price of the facility, a seven year lease may also be considered to provide longer financial stability.

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



ONLY COMPLETE THIS PAGE IF ... you indicated “no” above that you have NOT chosen a facility (or facilities). This means that you do NOT know the physical address for at least one of the proposed campuses in Year 1. Only complete this page for any campuses that do not have a specific location.

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

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

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



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.

NARRATIVE (1) - Describe the desired facility and community and how it will be suitable for the proposed charter school’s mission, vision, educational model, and scope of operation.

NARRATIVE (2) - Describe the process for identifying and securing a facility. Including plans for building or renovating, timelines, and financing.

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:

- Provides a clear description of the desired facility and community and how it will be suitable for the proposed charter school’s mission, vision, educational model, and scope of operation.
- 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.



All references to "daily transportation" should reflect any transportation services that will facilitate student pick-up and drop-off.

I. Does the applicant intend to offer daily transportation to all students? Yes No

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

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

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

V. What is the total dollar amount budgeted for transportation?



Charter Schools must provide transportation services to individual students, if included in their Individualized Education Program (IEP).

NARRATIVE: Describe any student transportation plans. If transportation 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.
- Articulate clear reasons why transportation will not be offered.
- 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.

NARRATIVE - Describe any student transportation plans. If transportation 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.

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

Transportation will be coordinated by the school, and paid for by the parents, through a managed service provided by a reputable transportation company. This will enable us to acquire appropriate transportation for general education students that require it without impacting our budget. We have researched several companies and evaluated them based on safety, reliability, flexibility and being affordable. We plan to contact Student First Inc. and Goldstar Transit upon approval of the charter. In addition to their excellent safety records, these companies offer flexible payment plans and online account management services that allow parents the convenience of making payments and managing their student accounts online. The school will maintain direct communication with the transportation manager and with parents. Bus routes and logistics will be configured by the transportation company. Further, for students who do not wish to utilize this transportation option, we plan to create a resource at the campus level to encourage car pooling. This will enable parents to contact one another through the school to arrange for parent transportation of multiple students on a rotating schedule. In addition we will encourage parents who wish to contract transportation individually to do so by providing information regarding companies who specialize in this area. For special needs students, where transportation is required, we plan to utilize a managed service as well. Both companies that we plan to receive quotes from have extensive experience transporting special needs students. They each offer wheelchair accessible buses and a variety of other accommodations. In addition, both have excellent safety records and provide their staff with comprehensive training in special needs transportation. We will pay for this service from our operating budget for students who are accommodated with bus transportation according to their IEP.

I. Admission Period: *Include start date/end dates* to

II. Date of Lottery *(if needed)*:

III. 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

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



This section has a required Attachment E2- 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 TEC § 12.111(a)(5)(A).

Evaluation Criteria

A response that meets the standard will:

- Clearly supports fair and equitable opportunity for all students to apply. *Attachment E2*
- 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.
- Demonstrate alignment for any enrollment requirements (such as auditions) with Texas Education Code (TEC) §12.111(a)(6) and §12.1171.
- Provide a non-discrimination statement in Attachment E2 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.

In the amazing situation in which Arête and Kaizen Academy receives more applications that maximum enrollment, the Charter will host a lottery. In accordance with Texas Education laws and polices, the following process will be used for the lottery:

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 17th. Any applications received after August 17th are not utilized during the lottery system if a lottery is needed.

The Lottery System, tentative date is August 20th, 2018:

All applications are placed into their specific grade level. Once a grade level becomes 'full', then a lottery system is utilized. If the campus enrollments outnumber the available vacancies for students, the Lottery System will be implemented.

The Lottery Procedure will include: placing all the names of the oversubscribed grade level(s) into one location. Names will be randomly drawn and recorded until all the vacancies in the grade level have been filled.

****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/enrolled into the Academy
- Founders/Staff Children (if they constitute less than 15% of the grade level)

Students who did not win the lottery will be on a Waiting List unless otherwise requested. Students on waiting lists will be included in an additional Lottery if needed – this process will be used if a Lottery was used to fill a specific grade level and a student transfers out of the grade level after the Lottery or School year has begun. If a student who transfers (or withdrawals) and desires to re-enroll, the process of re-enrolling will start over and the student might be in a situation that they end up last on a new waiting list depending on the enrollment at that specific time.

Arête and Kaizen Academy is a public charter school and does not discriminate on the basis of sex, 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).

No auditions are required for enrollment into the Academy.

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 TEC § 12.111(a)(5)(A).

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

Enrollment of students with documented history of misconduct will be considered for enrollment by following the Texas Education Code guidelines and policies.

As reported in Attachment E2:

****** 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.

The Academies will enroll all students, however, those with significant serious behavior patterns will be considered for enrollment based on a case by case basis. Campus and Central Leadership will meet on these cases to consider enrollment.

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

II. Person(s), position(s), and/or entities that will be responsible for planning, implementing, and evaluating recruitment activities? *Including educational or experience requirements.*

Superintendent, CFO, Talent and Relations, Curriculum and Instruction Directors, Principals

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

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

- Low-Income Families
- Gifted and Talented Students
- 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.

Include roles and responsibilities for anyone involved in planning, implementation, and evaluation.

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

Press to Input Narrative Response

Evaluation Criteria

A response that meets the standard will:

- Present specific community needs that are not being met by other available resources and educational institutions.
- Present specific strategies to meet community needs.
- Identify specific roles and responsibilities of person(s), position(s), and/or entities that will be involved in planning, implementation, and evaluation.
- Present specific strategies, activities, and schedules 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

There are various needs within the local community that are not being met by the local district or other charter schools. Often, students engage in a curriculum that is focused on test preparation, rather than fostering critical thinking and problem solving among students. This type of design fails to take a holistic approach to educating children and often leaves voids in students' abilities to identify and solve authentic problems. In addition, the approach taken by local districts and charter schools fail to address the needs of students outside of the classroom, particularly when creating extracurricular programs. To further exacerbate this problem, there is a growing gap between students who can afford to develop their talents through private lessons with elite instructors and students who do not have the economic ability to do so. Having the option to attend such lessons in a public school would lessen his gap and create a more equitable system of education and talent development. By creating a project based curriculum that is rooted in inquiry based instruction, and a premier extracurricular program, we will be able to address these issues.

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

Include roles and responsibilities for anyone involved in planning, implementation, and evaluation.

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

In order to recruit our target audience, and effectively reach the anticipated community, we have developed a detailed recruitment plan that provides equal access to all students and families. To do this, we have defined our target audience to include gifted and talented students, special education students, at risk students and low income students. The majority of our recruitment efforts will be geared toward targeting these students, though we will also maintain equal access to all interested students who wish to enroll. To do this, we will use a variety of recruitment strategies including both traditional and non-traditional recruitment methods. Our plan consists of utilizing online strategies such as social media including facebook and twitter, along with direct mail and in person recruitment events. For example, we will target students by attending local dance and sports events to generate excitement and showcase our unique educational model. Because we recognize that it is far more costly to recruit new students than it is to retain currently enrolled students, part of our recruitment plan will also focus on student retention. Because there is a growing body of research that shows high ability students are less likely to accept recruitment offers, due to intensive recruitment efforts geared towards them, we will not be aggressively targeting the highest achieving students, but rather we will intensify our efforts to recruit moderately achieving students. The research supports that this type of recruitment strategy increases achievement among all students because it offers a choice to students who are often not the target of recruitment efforts.

In order to effectively target the students we wish to enroll, and provide equal access to all interested students, we will use direct mail to all students within the attendance boundaries we propose to serve. We have created a brochure that clearly identifies our unique educational program and offers contact information so that families can contact an enrollment advisor or school personnel with questions or for enrollment. We will use multiple channels for distribution including contacting local real estate agents, community groups, social service workers, and local businesses such as daycare centers and dance studios to distribute to their clients.

Additionally, we will hold in person school recruitment events that target our anticipated audience, but are open to the public. For example, we will attend events that are in line with our academic and extracurricular mission such as dance recitals and sports events. These events will be announced in local media. Further, we will directly contact students who are currently enrolled at a campus that is in improvement required or public education grant status. The mission of our recruitment effort will be to ensure that families are aware of our unique and innovative academic and extracurricular program. Our market research to date indicates that families who are aware of our program are

likely to enroll their students based on the feedback we have received from parents in the areas we propose to serve.

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

Effective student recruitment is the lifeline of the charter school. We will be able to measure the effectiveness of our recruitment efforts by analyzing our enrollment after three weeks of recruitment. Specifically, our goal is to have 300 students per campus enrolled by July 31, though 300 students enrolled per campus would meet financial stability. As a progress measure, we will have 150 students enrolled by July 3. If this goal is not met, as indicated by these progress measures, our recruitment strategy will be adjusted. In order to do this, we will carefully review our recruitment plan along with the most current research to obtain a better picture of the reasons why our efforts were not as successful as planned. This will include attending marketing and recruitment workshops to increase our abilities to define and recruit our target audience. Further, we will intensify our recruitment efforts among the students we wish to have enrolled. As a tool, we will have already tracked the success of our efforts. For example, all enrolled students will have completed a survey that outlines how they were recruited and what they perceive to be the most positive aspect of the school. This will enable us to put our efforts into the most effective recruiting methods while marketing the most positive aspects as perceived by our target audience.

Additionally, we will refocus our efforts on student retention to ensure that word of mouth marketing is positive. This would entail a continued focus on delivering an exceptional academic and extra-curricular program, while maintain a positive and student centered environment that meets the needs of parents.

I. Anticipated Date of Opening:

Aug 27, 2018



To receive **full funding**, a charter school must now offer 75,600 minutes of instruction (includes intermissions and recess) minus any minutes waived by the TEA in writing.

II. Total Number of Instructional Minutes in the School Year:

75,600

III. Start/Dismissal Times :

PreK	<input type="text"/>	to	<input type="text"/>
K-5	<input type="text" value="8:00"/>	to	<input type="text" value="3:00"/>
6-8	<input type="text" value="8:00"/>	to	<input type="text" value="3:00"/>
9-12	<input type="text"/>	to	<input type="text"/>

IV. Number of Instructional Hours Per Day --provide per every applicable grade level. Indicate "N/A" in the appropriate box if the grade level will not be offered.

Pre K	<input type="text" value="0"/>				
Kindergarten	<input type="text" value="0"/>	5th Grade	<input type="text" value="7"/>	10th Grade	<input type="text" value="0"/>
1st Grade	<input type="text" value="0"/>	6th Grade	<input type="text" value="7"/>	11th Grade	<input type="text" value="0"/>
2nd Grade	<input type="text" value="0"/>	7th Grade	<input type="text" value="7"/>	12th Grade	<input type="text" value="0"/>
3rd Grade	<input type="text" value="7"/>	8th Grade	<input type="text" value="7"/>		
4th Grade	<input type="text" value="7"/>	9th Grade	<input type="text" value="0"/>		

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.

Press to Input Narrative Response

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.
- 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 proposed school day is in complete alignment with the vision and mission for the school. As stated in our mission and vision we believe that students should engage in project based learning, and that all students should be afforded the opportunity to attend an elite extracurricular program that allows them to pursue their interests outside of the classroom. To facilitate this with maximum efficiency we have designed a flexible daily and weekly schedule that allows students the time to meet all academic and extracurricular needs. The daily schedule will be split. Students will spend 25% of each school day working on academics in a project based learning environment. The other half of each school day will be spend working on extra-curricular endeavors. This can take the form of group lessons, individual lessons, small group instruction or rehearsals for performances. Allowing students to spend half of each school day focused on their extracurricular activities facilitates our mission to educate the whole child. In addition, the academic schedule is outlined for teachers and students and is in line with our goals and mission.



All teachers must be degreed. Special Education teachers, Bilingual teachers, and teachers of English as a second language must also be certified in the fields in which they are assigned to teach, as required in state and/or federal law. Paraprofessionals must be certified as required to meet state and/or federal law.

I. Number of Certified Special Education Teachers anticipated in Year 1 3

II. Number of Certified Bilingual/ESL Teachers anticipated in Year 1 18

III. Number of teachers who have received the required minimum 30 clock hours of Gifted/Talented professional development and minimum 6 clock hours of professional development in Gifted/Talented education each subsequent year as required to provide instruction and services that are a part of the charter's defined Gifted/Talented services (TAC §89.2(3); TAC §233.1; State Plan 4.2C) 3

IV. What method(s) will the applicant use to identify, recruit, and hire 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 with University or Colleges

Other

V. Person(s), position(s), and/or entities that will plan, implement, and evaluate staff recruitment activities. *Include educational or experience requirements.*

Superintendent
 Chief Financial Officer
 Talent and Relations
 Curriculum and Instruction Directors



The Superintendent must reside in the State of Texas at the time of employment.



Open - Enrollment Charter Schools may not compensate an individual in excess of the fair market value of the services rendered. The fair market value of the services rendered is based on the individual's education, experience, prior salary history, job duties actually performed, and what a typical person with similar skills, experience, and job duties would earn. See 19 Texas Administrative Code (TAC) 100.102 (c)(2)(B)(i)

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.

Include roles and responsibilities for anyone involved in planning, implementation, and evaluation.

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 qualified teachers, administrative staff, and (or) various support staff.
- Identify specific roles and responsibilities of the person(s), position(s), and(or) entities that will be involved in planning, implementation, and evaluation.
- Present specific strategies, activities, and schedules that will gauge recruitment effectiveness.
- 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 school's mission and educational goals. Including teacher, administrative, and board level strategies where applicable.

Include roles and responsibilities for anyone involved in planning, implementation, and evaluation.

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 make the biggest impact in the education of a student. Likewise, the most qualified or experienced teacher may not be the most effective. As a principal, and discussing with other principals, teacher performance in the classroom is not always indicative of the certification and experience they may have. That is why it is crucial to train recruitment staff to select the most qualified instructional staff. Our plan includes training principals on how to interview well in order to get a sense of the success potential from a teacher candidate 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.

In order to recruit a well-balanced and effective instructional staff, we have identified key characteristics that a teacher should possess. This will enable us to streamline our recruiting efforts to target this perspective audience while simultaneously keeping teacher retention rates high. The ideal teacher should not only be knowledgeable and passionate about education, but he or she should share a like-mindedness and holistic educational philosophy rooted in project based learning that follows the principles of the university model. He or she should have the ability and confidence to activate the minds of students on many levels.

Because we recognize the importance of minimizing the risk of return on investment during the recruitment process, we have developed a teacher recruitment strategy that utilizes both traditional and non-traditional recruiting methods. Our plan consists of several online sources as well as in person events to target our ideal teacher. Our online strategy consists of utilizing several direct sourcing websites that will allow us to filter profiles for candidates confidentially. These include a foundation landing page to collect e-mail addresses for mass marketing, meetup.com, yahoo.com resource groups, LinkedIn, a foundation social media page, teacher networks and Twitter. We also plan to give teachers a job preview that will enable potential candidates to better understand our organization and our mission. This can be accessed on our website through a You-tube video.

We plan to aggressively target dance companies and after school programs that offer extra-curricular activities. These institutions are likely to have candidates that fit our profile, but are compensated at a lower rate that what we can offer. Further, we have plans to attend graduations from local colleges and job fairs as well as host mixers to attract the most talented teachers.

Once a teacher candidate is ready to apply he or she will be able to do so online through a streamlined and transparent application process. Teachers will be background checked as well as reference checked before an employment offer is made. Once a teacher is hired, we will offer career development benefits and a positive working environment along with leadership opportunities to keep retention rates high.

I. Person(s), positions(s), and/or entities that will plan, implement, analyze, report, and evaluate Professional Development activities. Include educational or experience requirements.

Superintendent
 Chief Financial Officer
 Talent and Relations
 Curriculum and Instruction Directors

II. Will the applicant require any professional development prior to the start of the school year?

Yes No

If yes, briefly explain.

III. How often will teachers be appraised?

Annually. In place of T-TESS, the Charter will implement to the use of the Danileson model of appraising teachers.

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

Include roles and responsibilities for anyone involved in planning, implementation, analysis, reporting, and evaluation of professional development activities.

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.
- Identify specific roles and responsibilities of the person(s), position(s), and/or entities that will be involved in planning, implementation, analysis, reporting, and evaluation of professional development activities.
- Clearly explain how the school's calendar, daily schedule and staffing structure will help facilitate the professional development 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.

Include roles and responsibilities for anyone involved in planning, implementation, analysis, reporting, and evaluation of professional development activities.

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

We have designed a professional development plan that will ensure all instructional staff attains a high level of excellence in teaching. The plan is comprehensive, and includes four core components. These are planning, learning, implementing, and evaluating.

All teachers will be required to attend professional development for a minimum hours per school year. To attain this, teachers will be required to attend one hour of professional development conducted by campus administration after school and on in service days as outlined in our academic calendar. Teachers may attend additional professional development at administrator discretion. The following components will generally be conducted at the campus level, with central staff support as needed.

The first component of our professional development system is planning. This component will focus on goal setting, alignment of curriculum with Texas Essential Knowledge and Skills (TEKS) and using data to drive instruction. Campus and district leadership will collaborate with teachers to offer guidance, support and modeling in order to create the expectation that effective planning essential to student achievement. This can take the form of creating data analysis charts, curriculum maps, weekly lesson plans or other documents that will help teachers to inform instruction through data. The second component of the professional development plan is learning. This element will focus on creating the expectation that all teachers should have knowledge of the most current research in the field. In particular, we will focus on research conducted on inquiry based instruction, project based learning, and the components of our selected reading and math frameworks. This can include books, research articles, and other publications. Teachers will engage in discussions and other activities that develop an understanding of how research should effect decisions are made in the classroom. The third component is implementation. This will focus on learning new teaching methods and strategies that are aligned with inquiry based lessons and project based learning, sharing best practices, engaging teachers in the frameworks we have chosen to use for reading and math and any other experience that will enhance a teacher's ability to teach through the use of professional knowledge. This can take the form of workshops and other activities designed to engage teachers in a professional learning experience. The final component of the professional development plan is evaluation. This will focus on evaluating lessons based on student outcomes. This will ensure that teachers are adjusting lessons as needed and using data to inform instruction.

The positions in charge of professional development will be the curriculum and instruction directors. These positions will be responsible for selecting analyzing and reporting on all professional development activities. They will ensure that all activities are in line with the mission of the school. In order to monitor effectiveness, it will be measured by collecting data. Summative questions will be formed and data will be collected. In addition since, the goal is to implement professional development in the classroom, observations will be used to measure the effectiveness of professional development. The directors will also work with the chief financial officer to stay within budget for all professional development.

The core components of the plan are aligned with our mission and vision. Each element will develop skills that teachers need not only to be proficient in the classroom, but to effectively carry out our mission to holistically educate students through project based learning. After weighing the cost benefit of this professional development plan, we have budgeted \$30,000 for teacher development in start-up year zero due to initial training costs. This cost will decrease in subsequent years. Having such a system will provide support for teachers while holding them accountable for their experiences in the classroom. Having this system will ensure that teachers will always have the tools necessary to carry out the mission and vision of the district.

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

Scheduling and staffing have been designed in such a way to optimize professional development opportunities for instructional staff without impacting the budget. This is because most professional development sessions will be facilitated by campus level employees or central staff. The school calendar allows for a flexible professional development schedule. Staff will attend professional development once per week for one hour in addition to in service days. Because we plan to use facilitators in addition to teachers, this will afford instructional staff the flexibility of observing best practices during the school day without impacting their class schedule, as a way of conducting professional development. Administrators will also be able to review and measure the effectiveness of professional development activities by conducting observations without disrupting the daily schedule. This will enable administrators to give guidance on professional development activities. Finally, teachers will be given a summative question that can be reviewed in order to measure effectiveness. If needed, professional development schedules and activities can be adjusted accordingly.



The governing body of a charter holder shall not delegate final authority to hear or decide employee grievances, citizen complaints, or parental concerns. See 19 TAC 100.1033 (13)(c)(i)

I. Number of Board Members:

II. Number of Board Members Domiciled in Texas:

III. Number of Board Members with Prior Charter Experience:

IV. Do any current board members intend to apply for an employed position with the charter? Yes No

If yes, briefly explain.



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

V. How often will the Superintendent report to the Board? Choose all that apply.

Weekly Bi-Weekly Monthly Quarterly Annually Other

VI. How often will the Board review financial reporting data? Choose all that apply.

Weekly Bi-Weekly Monthly Quarterly Annually Other

VII. The sponsoring entity is a current grantee/sub-grantee of a state and(or) federal grant. Yes No

VIII. The sponsoring entity has been investigated for grant mismanagement within the past 5 years. Yes No



This section has a required Attachment 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.

Evaluation Criteria

A response that meets the standard will:

- Provide a clear list of roles and responsibilities for board members.
- Discuss member selection criteria and how it aligns with the school's mission and vision.
- Present a governance structure that is compliant with 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).

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. The governance structure described above is, and shall maintain, compliant with 19 TAC § 100.1113 and Texas Government Code § 573.021-573.025, relating to Relationships by Consanguinity or Affinity.

[The above section has been copied from Arete and Kaizen Foundation's previous Generation 21 Charter School Application Submission for the section 'Governance - Board of Directors']



For a list of specific activities that make up each financial projection below, 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 workbook.

I. What are the expected *personnel* costs for the start-up year zero?

II. What are the expected *contracted service* costs for the start-up year zero?

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

IV. What are the expected *facility operation and maintenance* costs for the start-up year zero?

V. State the fiscal year end-date for the Sponsoring Entity. *mm/dd*

VI. State the fiscal year end-date for the Charter.

June 30

August 31



Per Texas Education Code §44.0011, a fiscal year for a school district or charter shall begin on July 1 or September 1 of each year.

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.

Include any contingencies if funding is not as anticipated.

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

Evaluation Criteria

A response that meets the standard will:

- Provide funding/revenue sources that can be fully supported by *Verifiable Proof of Secured Funds* documentation.
- Present revenues that cover expenditures.
- Present start-up time frames that are consistent with any and all other time frames within the application.
- Present all start-up expenses and revenues are congruent with the financial workbook.
- Establish clear 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.

Including any contingencies if funding is not as anticipated.

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

The anticipated fiscal school year is July 1, 2018 through June 30, 2018. The months prior to the fiscal school year are considered start up. This will consist of the Superintendent and one other administrative staff member. They are volunteering their time and handling all job duties, therefore no personnel costs exist.

Accounting/Audit and Legal: There are no anticipated expenses for start-up year zero.

Management Company Fee: Not Applicable.

Nurse Services: Not Applicable.

Payroll Services: Will not be necessary prior to the first fiscal school year and are not included in start-up expenses.

Special Education: TBD.

Titlment Services: Not Applicable

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

All operation costs including classroom supplies, materials, furniture and technology are included in start-up operation costs. This includes the following:

Teacher Administration Desks: \$19,800 (60X \$330)

Teacher Administration Chairs: \$3600 (60 X \$60)

Student Desks: \$67500 (900 X \$75)

Mobile White Boards: \$7200 (48 X 150)

Computer Lab Furniture: \$7500

Telephone: TBD

Computer Lab Equipment: \$45000 (60 X \$750)

Above expenses will decrease in years two and three.

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

Building and rent: \$35000/month

Utilities: \$1167/month

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

All facility operation 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.

To assist in the startup budget and funding to successfully open the charter, the applicant team has researched viable grant and funding options. The team has identified the following grants to apply for starting in December 2016.

Fund-raising Sources and Timeline

Fund-raising Amount Goal - Date of Goal

\$50,000 - October 1, 2017

\$100,000 - January 1, 2018

190,000 - March 1, 2018

\$250,000 - June 1, 2018

Identified Grant Opportunities

Source, Amount, Deadline

Leona Gruber Trust, \$2,000; August 31, 2017

Gene Conley Foundation, \$20,000; Rolling
Finish Line Foundation Programmatic Grant, \$5,000; August 31, 2017
Finish Line Foundation Legacy Grant, \$75,000; August 31, 2017
Dannon Company, \$5,000; Rolling
Reiman Foundation, \$10,000; Rolling
Jubilation Foundation, \$2500; July 15, 2017
Communities Foundation of Texas, \$100,000; Rolling

The CEO pledges \$5000 in 2017 if the Foundation is awarded a charter. Other individual philanthropists have pledged substantial amounts totaling over \$50,000 contingent upon the award of a charter. The funding that is already verbally contracted, though contingent upon the award of a charter, along with the above listed funding sources, will be greater than the estimated expenses for start-up year zero. Fundraising, donor pledging and events will begin upon the award of the charter. This is to include continuing extensive grant proposals, charitable giving applications, crowd funding and local fund-raising events. We will be utilizing crowd funding websites, donation pledge websites, social media and corporate giving websites to actively seek out sources of funding.



The term “**initial contract period**” refers to the initial five-year 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.

I. What is the cumulative amount of donations COLLECTED? <i>If any...</i>	<input style="width: 80%;" type="text" value="3,500"/>
<i>How many donors reflect this amount?</i>	<input style="width: 80%;" type="text" value="10"/>
II. What is the cumulative amount of donations received with a FIRM COMMITMENT ? <i>If any...</i>	<input style="width: 80%;" type="text" value="10,000"/>
<i>How many donors reflect this amount?</i>	<input style="width: 80%;" type="text" value="15"/>
III. What is the cumulative amount of all other donations ANTICIPATED? <i>If any...</i>	<input style="width: 80%;" type="text" value="55,000"/>
<i>How many donors reflect this amount?</i>	<input style="width: 80%;" type="text" value="25"/>
IV. What is the cumulative amount of donations CONTINGENT UPON CHARTER ? <i>If any...</i>	<input style="width: 80%;" type="text" value="55,000"/>
<i>How many donors reflect this amount?</i>	<input style="width: 80%;" type="text" value="25"/>



A child who is eligible for enrollment in a prekindergarten (PK) class under Texas Education Code, 29.153, *Free Prekindergarten for Certain Children*, will only generate half-day attendance. Prekindergarten classes must operate on a half-day basis unless funding other than *Foundation School Program (FSP)* funding is used to offer a full-day PK program.

NARRATIVE(1) - Explain the source of funds, property, or other resources expected to be available during the initial five-year 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.

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 are used to pay for expenses incurred during the start-up period, if any.
- Present expenses and revenues that 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 five-year charter contract period. Including banks, lending institutions, corporations, foundations, grants, etc.

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

Funds will be acquired through private donations, fundraising and grants. There are verbal contracts between the board and donors that are contingent upon the award of the charter. Further, the board is exploring corporate giving and philanthropic organizations as a source of funding, and expects to receive a firm commitment of funds upon the approval of the charter, along with private grants.

There are several grants that have been identified as potential funding sources. We plan to apply to these grants upon award of the charter:

Source	Amount	Deadline
Leona Gruber Trust	\$2,000	August 31, 2017
Gene Conley Foundation	\$20,000	Rolling
Finish Line Foundation Programmatic Grant	\$5,000	August 31, 2017
Finish Line Foundation Legacy Grant	\$75,000	August 31, 2017
Dannon Company	\$5,000	Rolling
Reiman Foundation	\$10,000	Rolling
Jubilation Foundation	\$2500	July 15, 2017
Communities Foundation of Texas	\$100,000	Rolling

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.

In crafting a budget, we utilized Outcome-Focused Budgeting practices. Through research through the Financial Accounting for Local and State School Systems (2003), there were multiple budgetary approaches for educational systems. Most of the educational systems identified utilized 'Line-Item Budgeting'. However, reviewing through the pros and cons of this practice, it offers flexibility but at times, multiple expenses are created and money can be easily wasted because of how it is budgeted by organizational unit and object. Further, this practice provides little data to make decisions in the future about best spending practices because the money is tied to an area in the budget and not necessarily to an identified process or educational need. Other approaches reviewed included 'Performance Budgeting', 'Program and Planning Budgeting', 'Zero-Based Budgeting', 'Site-Based Budgeting', and 'Outcome-Focused Budgeting'.

As an applicant team, we decided to implement Outcome-Focused Budgeting because especially during the early years of the campus, every funding dollar is critical and must be specifically focused on academics and student achievement. The key component to Outcome-Focused Budgeting came from Osborne and Gaebler, "This premise argues that mission-driven [outcome-focused] governments are superior to those that are rule-driven because they are more efficient, are more effective in producing desired results, are more innovative, are more flexible, and have higher employee morale (1993). Outcome-Focused Budgeting aligns every dollar spent to an educational or organizational need. To assist in identifying accurate needs for the organization once the charter is approved and staff has been hired, the charter will continue to operate under Outcome-Focused Budgeting utilizing a 'bottom up' method where the campus and departments will identify 'needs' and the central office will create a budget based on the needs identified and outcomes desired.

Because the budget estimates have been calculated using the bottom up method blended with Outcome-Focused

Budgeting, we do not anticipate a large variance between our estimate and actual cost. As a precaution, we have prepared a contingency plan to address budget over runs or a less than predicted cash flow. Because we understand that we must consider the risk for each budgeted item, one of the key components of our budgeting system is that we will rely on a centralized budget. This will allow us to maintain tight control over funds, which in turn leads to strategic spending with minimal waste. From the beginning, money from initial donations will be set aside for the unlikely event of budget over runs. This amount will be in excess of three months of essential expenses. If this does occur, we have developed a system that will allow us to cut costs without compromising in key areas. This allows us to make careful budgeting decisions centrally. Further, many items that have been budgeted for are likely to not incur an actual expense, as we are likely to obtain many items through donations and grants. Because of this over budgeting, we will be able to carry over funds in areas where the budgeted cost is lower than the actual expenditure. This will allow us to have some degree of flexibility if cash flow is lower than originally anticipated.

In order to keep our financial plan as disciplined as possible, we plan on conducting semi-annual statement reviews to reduce waste and keep expenditures to a minimum. We will use a carefully managed and transparent filing system that generates formal reports quarterly to be reviewed by the board. This system will not only allow us to control spending, but it will reduce our auditing and accounting contract expenditures. Careful accounting methods and the use of a centralized budget system will allow us to make the most accurate and calculated spending decisions. In addition, we plan to aggressively seek donations and grants to increase cash flow. This includes but is not limited to crowd funding, fundraising events, grant proposals, and seeking out corporate donations.

If, as an ultimate worst case scenario, expenses are over funding sources, the donations are below what is needed, and no other funding source is available nor lending source, the following cuts will be utilized as a contingency: materials and items and any non critical supplies, next would be central office salaries, then campus administrative salaries, and then as the ultimate last option - campus instructional staff. We firmly believe, as mentioned in multiple sources, the teacher is the most influential component of student success and would only be utilized as a last resort (Coaching Classroom Management, Strategies and Tools for Administrators and Coaches, Safe and Civil Schools, 2010).

I. Does the applicant plan to outsource services?

Yes No



ONLY COMPLETE THIS PAGE IF ... you indicated “yes” above that the Charter School will outsource services to a management company or other service provider. A management company refers to a person or entity, other than a charter holder, who provides for an Open-Enrollment Charter School. If you indicated “no” above, proceed to the next page.

II. What area(s) of service will be outsourced?

Check all that apply.

- | | | | | | | |
|------------------------|--------------------------|---------------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| Human Resources | <i>Beginning in Year</i> | 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> | 1 <input checked="" type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| Transportation | <i>Beginning in Year</i> | 1 <input checked="" 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> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |

Other

III. Does the applicant plan to negotiate service agreements with any organization(s) and/or individual(s) that will include any form of financial accounting, payroll, and/or tax accounting services?

Yes No

Beginning in Year 1 2 3 4 5

IV. Briefly describe the fee structure of the Charter Management Organization (CMO) contract. NA

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

Include discussion on costs, timelines, and the selection process of prospective vendors.

Press to Input Narrative Response

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 costs, timelines, and selection processes of prospective vendors.
- Present costs that are congruent with the financial workbook.

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

Include discussion on costs, timelines, and the selection process of prospective vendors.

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

The applicant will provide as many services as possible and only outsource services when necessary. The Human Resource services as well as Janitorial and Grounds will be managed within the school system. When reviewing the requirements for each of the services that will be needed to establish and maintain an exceptional school setting, all services will be provided by the school except Food Services and Transportation. The process for deciding which services will be contracted and outsourced included researching which services required specific licences, applicable laws that governed the service, space in a facility to provide the service, and feasibility of being able to interview and hire the best candidates to fulfill the duties to provide the service.

Certain services will require an outside provider due to the nature of what is needed. Due to the multiple laws concerning food preparation, distribution, etc., as well as the space needed in the school facility to maintain a kitchen to prepare food, area to store food, and the waste that will come through the preparation process; the food service of the charter will be outsourced. School lunches will be provided through a vendor. There are several companies that offer pre-paid school lunch options for delivery. This will be managed and input through the school, and paid for by parents. The flexibility of this program will enable us to provide school lunch for students who attend full day classes without impacting the school budget. Further, having prepared school lunches delivered eliminates the need for a kitchen and cafeteria staff, which allows more flexibility when choosing a facility. We have received information from several companies and have narrowed it down to two. The selection process involved researching companies that have had prior educational service experience, reviews on the company, quality of food, and cost. Other deciding factors include timeliness of food delivery to ensure the maximum instructional minutes of the school day.

We will receive specific quotes upon approval of the charter from Revolution Foods and The Paper Plate. Once approved, the quotes will be requested from the companies in September 2017 to be able to start providing food service to the charter on the first day of school in August 2018. Both companies offer nutritious school lunches that can be delivered to the school and require no preparation once delivered. Menus are posted online, along with payment options, which allows students to order lunch online up to 2 months ahead of time or until 6:00 a.m. the morning that they wish to have it delivered. This convenience will be an attractive option for parents in deciding food choices for their younger children, and allow more independence for older students to make their own meal choices. Both companies provide full audit support, allergen reports and menu production records. All menu planning will be done through the vendor. This includes vegetarian and dairy free options. Both companies are able to remove common allergens from all school lunches as needed. All school lunch programs that we are considering are customizable, as we recognize that we may need to make changes in the program. The school will remain in direct contact with the vendor regarding this service and will maintain the right to make changes to the program as necessary. Because the vendors that we have selected to receive quotes from already offer lunches that meet or exceed the USDA child nutrition standards, they are in compliance with the National School Lunch Program. This will enable us to consider eligibility for the National School Lunch Program beginning in year two, as we will need to make little to no changes in our food program in order to receive eligibility. Any food vendor that will be partnered with the school will meet USDA child nutrition standards will be expected to maintain those standards. If for any reason those standards are not maintained, the school will discontinue the service from that vendor.

Once the charter is approved, the quotes will be requested from the two specific companies in September 2017 to be able to start providing food service to the charter on the first day of school in August 2018. After the two quotes are received, the applicant team will again review all aspects of the food service process for these two vendors; specifically, quality of food, food options, menu selection convenience for parents and students, cost, and assurances from the vendor that will allow service to be ready on the first day of school.

The second service that will be contracted outside the charter is transportation. Transportation will be coordinated by the school, and paid for by the parents, through a managed service provided by a reputable transportation company.

This will enable us to acquire appropriate transportation for general education students that require it without impacting our budget. We have researched several companies and evaluated them based on safety, reliability, flexibility and being affordable. We plan to contact Student First Inc. and Goldstar Transit upon approval of the charter. In addition to their excellent safety records, these companies offer flexible payment plans and online account management services that allow parents the convenience of making payments and managing their student accounts online. The school will maintain direct communication with the transportation manager and with parents. Bus routes and logistics will be configured by the transportation company. Further, for students who do not wish to utilize this transportation option, we plan to create a resource at the campus level to encourage car pooling. This will enable parents to contact one another through the school to arrange for parent transportation of multiple students on a rotating schedule. In addition we will encourage parents who wish to contract transportation individually to do so by providing information regarding companies who specialize in this area. For special needs students, where transportation is required, we plan to utilize a managed service as well. Both companies that we plan to receive quotes from have extensive experience transporting special needs students. They each offer wheelchair accessible buses and a variety of other accommodations. In addition, both have excellent safety records and provide their staff with comprehensive training in special needs transportation. We will pay for this service from our operating budget for students who are accommodated with bus transportation according to their IEP. [Cited from a previous narrative in this application, 'Operations - Transportation'].

Once the charter is approved, the quotes will be requested from the two specific companies in September 2017 to be able to start providing transportation service to the charter on the first day of school in August 2018. After the two quotes are received, the applicant team will again review all aspects of the transportation service process for these two vendors; specifically, experience transporting students and minors, special education training and experience, wheel chair availability, a quality review of the company including if they have cameras for security and background checks for the drivers, driving records, and cost.

Neither the contracted Food Service nor Transportation Service will require an expense during the Startup Period, nor during the school year (except when a transportation service is required based on an IEP accommodation which will be off-set by a higher weighted ADA for the specific student due to the student receiving special education services).

The competitive bidding process outlined in the TEC does not apply to the contracted service for the purchase of produce or vehicle fuel. In the event that the Charter owns property and needs renovation or construction that would total \$50,000 or more, or any contract that is applicable to this law, the Charter will follow the Texas Education Code Chapter 44, Subchapter B, Purchases and Contracts. The Charter will submit a Request for Proposal (RFP) and follow the competitive bidding process outline in Subchapter B as well as additional TEC Sections that are listed and pertinent to Subchapter B.

I. Is the applicant an Out-of-State organization?

Yes No



ONLY COMPLETE THIS PAGE IF ... you indicated “yes” above that the applicant is an *Out-of-State* organization. If you indicated “no” above, you are done with the narrative portion of this application.

II. List all other states in which the applicant currently operates, or has in the past operated a Charter School(s).
Include the years each school was opened.

III. Number of schools currently serving the following grades outside the State of Texas.

Elementary School

Middle School

High School

IV. All other states in which the applicant plans to apply and(or) begin serving students within the next five years.
Include all proposed year(s) of opening.

V. Applicant currently has a pending charter school application in another states.

Yes No

If yes, list all states

NARRATIVE (1) - Provide an overview for the *out-of-state* organizations’ overall strategic vision, desired impact goals, five-year growth plan, and rationale for developing a charter school in Texas.

NARRATIVE (2) - Discuss all currently targeted markets/communities and criteria for selecting them. Including projected enrollments.

NARRATIVE (3) - Discuss the challenges associated with operating a charter in Texas compared to operating in the current state(s) of operation.

Press to Input Narrative Response

Evaluation Criteria

A response that meets the standard will:

- Present a clear growth plan that is supported by a solid rationale, specifically related to how expansion into Texas is a good fit.
- Establish measurable impact goals.
- Provide clear selection criteria for other target markets/communities and projected enrollment.
- Establish a capacity to learn from past challenges as demonstrated by: (1) addressing current challenges associated with operating a charter in Texas; (2) discussing comparable challenges; and (3) articulating successful and applicable solutions.

I. Identify the *out-of-state* organization's leadership team and their specific roles and responsibilities. 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.

II. Total Number of Support Services



The term “**support services**” refers to any service that will be provided by the out-of-state organization for the purposes of assisting the proposed charter school succeed. Such services might include *software, mentoring, professional development, technical support* etc.

NARRATIVE (1) - Discuss all shared or centralized support services, including all associated costs, that the *out-of-state* organization will provide to the school in Texas.

NARRATIVE (2) - Explain how the relationship between the governing board and the school administration will be managed.

NOTE - The governing body of an Open-Enrollment Charter School accepts ultimate responsibility for the school- including the school's academic performance, financial, and operational viability. The governing board may not delegate this responsibility and is also responsible for (a) overseeing any management company that actively provides management-services for the school; and (b) holding the management company accountable for the school's performance.

Press to Input Narrative Response

Evaluation Criteria

A response that meets the standard will:

- Establish a capable network leadership team with defined roles and responsibilities.
- Demonstrate a capacity to lead the short- and long-term success of the school(s) as part of the growing network.
- Describe a clear structure of the support service framework.
- Detail all specific services.
- Provide costs associated with specific services and describe how those costs will be allocated among campuses.
- Identify specific service goals.
- Present a clear plan for management of the relationships between the governing board and school administration.



The Texas Education Agency will use the information in this section to assess the (1) academic, (2) organizational, and (3) financial performance records of the organization and its charter schools. The Agency reserves the right to select a subset of schools for which the applicant will be required to provide additional performance information. Including academic proficiency data, growth data, recent renewal evaluations, site reports, and independent financial audit reports.

I. Applicant's national charter school portfolio contains at least one school that was previously approved by any charter authorizer, but failed to open or did not open on-time. Yes No

If yes, provide reasons for the failure or delay.



This section has a required Attachment OS1 Charter School Performance Data.

NARRATIVE: If the *out-of-state* organization's national charter school portfolio contains at least one school that contained performance deficiencies or compliance violations that have led to formal authorizer intervention within the last five years [including shortened or conditional renewals], provide an explanation and how such deficiencies or violations were resolved.

Press to Input Narrative Response

Evaluation Criteria

A response that meets the standard will:

- Demonstrate strong student academic performance data in Attachment OS1 among student population(s) similar to the proposed school.
- Demonstrates strong financial performance data in Attachment OS1.
- Demonstrates strong organizational performance data in Attachment OS1.
- Establish a capacity to learn from past challenges/mistakes, demonstrated by: (1) failed openings; (2) delayed openings; (3) resolution of performance deficiencies; and/or (4) violations that have led to formal authorizer intervention within the last five years.

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 13 and 19, 2016, 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-Two Applicant Information Session Registration Form

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

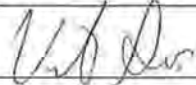
Attendance by one governing board member of the sponsoring entity is required. Proof of attendance will be provided to attendees for inclusion as attachment A1 in the submitted application.

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 as reflected on the 501(c)(3): Arête and Kaizen Foundation

Application Contact Name: Vincent Garcia 

Title/Role: Chief Executive Officer

Email:  Phone: 214-499-6951

Board Member Attending: Travis Hintzel 

Board Member Attending: _____

Board Member Attending: _____

Board Member Attending: _____

Board Member Attending: _____

Date of Session: Tuesday, September 13, 2016, 9:00 a.m. - 1:00 p.m.
 Monday, September 19, 2016, 9:00 a.m. - 1:00 p.m.

RECEIVED
TEXAS EDUCATION AGENCY
SEP 19 AM 9:35
DOCUMENT CONTROL CENTER
GRANTS ADMINISTRATION

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

If you have any questions about the sessions or registration, please contact John Garland at 512-463-3533 or john.garland@tea.texas.gov.

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 stating 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 meeting in the proposed charter school campus' geographic area to publicly discuss the application for the charter school. This meeting 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.

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Real Estate Auctions

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November 29, 2016 1:00 P.M.
Coldwater, KS
6 Tracts totaling 2046 Acres
Big whitetail deer, Pheasant, Quail, Etc.
Located in Kansas Unit 1a
Full details & photos @ www.brownauction.net
Or call Scott @ 620-546-4173 or 620-723-2111

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**Antiques, Art,
Collectibles**

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LIQUIDATION SALE**

3 DAYS ONLY!
Sunday, Nov. 13-Tuesday Nov. 15, 8AM-5PM
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Marble, Granite, Travertine, Mosaics, Tiles
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CASH FOR
Your House. Any Condition
Any price. Call Jim
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TEXAS COIN SHOWS

Nov. 18-20, Adm \$3
Fri 2-4, Sat 9-6, Sun 9-3
Convention Center,
1209 S. Main @ Hwy 114
Grapevine, TX 76031
70 tables, Gold prizes
TEXT: (214) 535-3465

**Crafts, Hobbies,
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CRAFT SALE!!!
Sat. Nov. 19, 9am-3pm,
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Something for everyone!

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28x eight liners for Sale
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- Estate Sales
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- Cooling, Heating Equip
- Crafts, Hobbies, Seasonal
- Electronics
- Farm Equipment
- Flooring, Carpet
- Furniture-Home
- Gameroom Equip
- Infant/Children Items
- Jewelry, Watches
- Lawn & Garden
- Machinery & Tools

SLATE POOL TABLES.
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Custom Designs & Finishes
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billiardandgamecompany.com

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Freon R12 WANTED:
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BUBBLE SOCCER business \$30,000. Price includes all equipment needed, including 15 passenger van, to immediately begin booking events.

This is a great opportunity to earn extra income using an established business with a stronghold in the DFW and surrounding areas.

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We Buy Seat Options
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Cowboy Tickets for Sale All games varies seat locations call or email for pricing
cawboyhxx@gmail.com
917-438-0881

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support@PSLsource.com

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WE BUY MILES / VIP'S
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**LEGAL BIDS
& NOTICES**

- Bankruptcy, Court Sales
- Bids and Proposals
- Legal Notices

Bids & Proposals

CITY OF RICHARDSON
City Surplus, Police Impound, & Solid Waste Container Sale

INTERNET AUCTION
December 1, 2016

Online auction begins on November 7, 2016 and items will be available for physical inspection on November 16 & 17, 2016 from 7:00 a.m. until 3:00 p.m. at the Richardson Service Center, 1260 Columbia Drive, Richardson, TX or as listed online. Bidding closes at 10:00 a.m. on December 1, 2016. This auction will be conducted

Bids & Proposals

by Rene Bates Auctioneers, Inc. For more information see www.renebates.com.

CPN 6073 Pub. 11/08/2016 and 11/15/2016

Legal Notices

CAUSE NO. PR-16-03346-2

IN RE: ESTATE OF ROSS THOMAS ANDERSON DECEASED

IN THE PROBATE COURT OF DALLAS COUNTY, TEXAS

NOTICE TO CREDITORS

Notice is hereby given that original Letters Testamentary for the Estate of ROSS THOMAS ANDERSON, Decedent, were issued on November 9, 2016, under Docket No. PR-16-03346-2, pending in the Probate Court of Dallas County, Texas, to Jessica Martindale Anderson.

Claims may be presented in care of the attorney for the estate, addressed as follows: Jessica Martindale Anderson, Executor Estate of Ross Thomas Anderson, Decedent c/o Ryan W. Crandall Basinger Leggett Clemons Bowling Shore Crandall, PLLC 5700 Granite Parkway, Suite 950 Plano, TX 75024

All persons having claims against this estate, which is currently being administered, are required to present them within the time and in the manner prescribed by law.

DATED: November 11, 2016.

BASINGER LEGGETT CLEMONS BOWLING SHORE CRANDALL, PLLC

By: /s/

Ryan W. Crandall
State Bar No. 24045718

Attorney(s) for Executor
5700 Granite Parkway,
Suite 950
Plano, TX 75024
Tel: 214-473-8686
Fax: 214-473-8686
Email: rcrandall@blcblaw.com

Legal Notices

IN THE DISTRICT COURT DALLAS COUNTY, TEXAS
14th JUDICIAL DISTRICT
CAUSE NO. DC-16-10677
DAVINTHIA FURLOUGH
Plaintiff,

v. JAY O. MILLS
Defendant.

NOTICE OF SERVICE OF PROCESS BY PUBLICATION

TO: JAY O. MILLS
Take Notice that a pleading seeking relief against you has been filed in the above-entitled matter. The nature of the relief being sought is as follows:
The Plaintiff DAVINTHIA FURLOUGH, has filed a SUIT on MOTOR VEHICLE ACCIDENT. You are required to make defense to such pleading not later than December 20, 2016 and upon your failure to do so, the party seeking service against you will apply to the Court for the relief sought.

This is the 1st day of November, 2016.
JILL HERZ, ATTORNEY AT LAW, P.C.
State Bar No. 00785930
900 Jackson St. Ste. 430
Dallas, Texas 75202
Telephone: 214/745-4567
ATTORNEY FOR PLAINTIFF

Arete and Kaizen Foundation is hosting 2 Public Meetings to provide information about intentions to submit a Gen 22 Charter Application to open Arete and Kaizen Academies. Public meetings will be held on Monday Nov 14 & 28 @ 1301 Custer Rd, #1 515, Plano TX, 75075 @ 5:30pm. Foundation Board Members: Brady Burns, Jake Leose, Travis Hintzel, Melissa Martinez, Luisa Frias. Contact: 214.499.6951, info@areteandkaizen.org

NOTICE OF PUBLIC HEARING TO DISCUSS THE ANNUAL FINANCIAL MANAGEMENT REPORT FOR LUMIN EDUCATION. Lumin Education will hold its annual public hearing at 8:30 a.m. December 2, 2016 on the Lumin East Dallas campus located at 924 Wayne Street, Dallas, TX 75223. This meeting is on the second story of the 2-story structure behind the blue house at 916 Wayne Street.



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STATE OF TEXAS


COUNTY OF DALLAS

Before me, a Notary Public in and for Dallas County, this day personally appeared Filiz Onculer, 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

November 15, 2016


(Filiz Onculer)

Sworn to and subscribed before me this November 15, 2016


(Notary Public)



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 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, fees paid, and the date mailed will be accepted.

Mailing address must include the name of the school district to which the information was sent.

Applicants 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 from which the proposed school intends to draw students. The Statement of Impact Form is the formal opportunity for superintendents of traditional districts 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 from which the proposed school intends to draw students,
- 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 Texas Education Code (TEC) §12.1101.

7016 0910 0001 7706 2267

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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	\$0.47	
Total Postage and Fees	\$6.47	12/02/2016

Sent To: Highland Park ISD
 Tom Trigg
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 City, State, ZIP+4®: Dallas, TX 75205

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Total Postage and Fees	\$6.47	12/02/2016

Sent To: Grapevine-Colleyville ISD
 Robin Ryan
 Street and Apt. No.: 3051 Ira E. Woods Ave
 City, State, ZIP+4®: Grapevine, TX 76051

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Postage	\$0.47	
Total Postage and Fees	\$6.47	12/02/2016

Sent To: International Leadership of Texas
 Edwin Flores
 Street and Apt. No.: 1820 N. Glenville Dr, #100
 City, State, ZIP+4®: Richardson, TX 75081

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MCKINNEY, TX 75071

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Postage	\$0.47	
Total Postage and Fees	\$6.47	12/02/2016

Sent To: Imagine International Academy of North Texas
 Brian Mantzey
 Street and Apt. No.: 2860 Virginia Parkway
 City, State, ZIP+4®: McKinney, TX 75071

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IRVING, TX 75062

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<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.47	
Total Postage and Fees	\$6.47	12/02/2016

Sent To: Irving ISD
 Randy Randle
 Street and Apt. No.: 2621 W. Airport Freeway
 City, State, ZIP+4®: Irving, TX 75062

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<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	\$0.47	
Total Postage and Fees	\$6.47	12/02/2016

Sent To: Irving ISD
 Jose Parra
 Street and Apt. No.: 2621 W. Airport Freeway
 City, State, ZIP+4®: Irving, TX 75062

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Postage \$0.47

Total Postage and Fees \$6.47

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Gayle Stinson
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LAKE DALLAS, TX 75065

Certified Mail Fee	\$3.30
Extra Services & Fees (check box, add fee as appropriate)	\$2.70
<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 \$0.47

Total Postage and Fees \$6.47

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Lance Stacy
104 Swisher Rd
Lake Dallas, TX 75065

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FRISCO, TX 75034

Certified Mail Fee	\$3.30
Extra Services & Fees (check box, add fee as appropriate)	\$2.70
<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 \$0.47

Total Postage and Fees \$6.47

Sent To
Leadership Prep School
Sheila Craft
8500 Teel Parkway
Frisco, TX 75034

0219
34

Postmark
Here

12/02/2016

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FRISCO, TX 75034

Certified Mail Fee	\$3.30
Extra Services & Fees (check box, add fee as appropriate)	\$2.70
<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 \$0.47

Total Postage and Fees \$6.47

Sent To
Leadership Prep School
Stacy Alton
8500 Teel Parkway
Frisco, TX 75034

0219
34

Postmark
Here

12/02/2016

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DALLAS, TX 75243

Certified Mail Fee	\$3.30
Extra Services & Fees (check box, add fee as appropriate)	\$2.70
<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 \$0.47

Total Postage and Fees \$6.47

Sent To
Legacy Preparatory
Rebecca Good
9441 LBJ Frwy, #101
Dallas, TX 75243

0219
34

Postmark
Here

12/02/2016

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DALLAS, TX 75243

Certified Mail Fee	\$3.30
Extra Services & Fees (check box, add fee as appropriate)	\$2.70
<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 \$0.47

Total Postage and Fees \$6.47

Sent To
Legacy Preparatory
Byron Ricks
9441 LBJ Frwy, #101
Dallas, TX 75243

0219
34

Postmark
Here

12/02/2016

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DALLAS, TX 75205

Certified Mail Fee	\$3.30	0219
	\$2.70	34
Extra Services & Fees (check box, add fee as appropriate)	\$0.00	
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	

Postage \$0.47
Total Postage and Fees \$6.47

Highland Park ISD
Sent To Tom Trigg
Street and Apt. No. 7015 Westchester Dr.
City, State, ZIP+4® Dallas, TX 75205

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GRAPEVINE, TX 76051

Certified Mail Fee	\$3.30	0219
	\$2.70	34
Extra Services & Fees (check box, add fee as appropriate)	\$0.00	
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	

Postage \$0.47
Total Postage and Fees \$6.47

Grapevine-Colleyville ISD
Sent To Robin Ryan
Street and Apt. No. 3051 Ira E. Woods Ave
City, State, ZIP+4® Grapevine, TX 76051

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FLOWER MOUND, TX 75028

Certified Mail Fee	\$3.30	0219
	\$2.70	34
Extra Services & Fees (check box, add fee as appropriate)	\$0.00	
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	

Postage \$0.47
Total Postage and Fees \$6.47

Lewisville ISD
Sent To Kevin Rogers
Street and Apt. No. 1800 Timber Creek Rd.
City, State, ZIP+4® Flower Mound, TX 75028

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RICHARDSON, TX 75081

Certified Mail Fee	\$3.30	0219
	\$2.70	34
Extra Services & Fees (check box, add fee as appropriate)	\$0.00	
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	

Postage \$0.47
Total Postage and Fees \$6.47

International Leadership of Texas
Sent To Eddie Conger
Street and Apt. No. 1820 N. Glenville Dr, #100
City, State, ZIP+4® Richardson, TX 75081

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LITTLE ELM, TX 75068

Certified Mail Fee	\$3.30	0219
	\$2.70	34
Extra Services & Fees (check box, add fee as appropriate)	\$0.00	
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	

Postage \$0.47
Total Postage and Fees \$6.47

Little Elm ISD
Sent To LeAnna Harding
Street and Apt. No. 300 Lobo Lane
City, State, ZIP+4® Little Elm, TX 75068

PS Form 3800, Apr 2015

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FLOWER MOUND, TX 75028

Certified Mail Fee	\$3.30	0219
	\$2.70	34
Extra Services & Fees (check box, add fee as appropriate)	\$0.00	
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	

Postage \$0.47
Total Postage and Fees \$6.47

Lewisville ISD
Sent To Tisha Sheffield
Street and Apt. No. 1800 Timber Creek Rd.
City, State, ZIP+4® Flower Mound, TX 75028

PS Form 3800, Apr 2015

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DALLAS, TX 75223

Certified Mail Fee	\$3.30
Extra Services & Fees (check box, add fees as appropriate)	\$2.70
<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

0219
34

Postmark
Here

Postage \$0.47

12/02/2016

Total Postage and
\$6.47
Lumin Education
John Fullinwider
924 Wayne Street
Dallas, TX 75223

City, State, ZIP+4®

PS Form 3800, A

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MCKINNEY, TX 75069

Certified Mail Fee	\$3.30
Extra Services & Fees (check box, add fees as appropriate)	\$2.70
<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

0219
34

Postmark
Here

Postage \$0.47

12/02/2016

Total Postage and
\$6.47
McKinney ISD
Amy Dankel
One Duvall St
McKinney, TX 75069

City, State, ZIP+4®

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ALLEN, TX 75002

Certified Mail Fee	\$3.30
Extra Services & Fees (check box, add fees as appropriate)	\$2.70
<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

0219
34

Postmark
Here

Postage \$0.47

12/02/2016

Total Postage and
\$6.47
Lovejoy ISD
Ted Moore
259 Coutry Club Rd
Allen, TX 75002

City, State, ZIP+4®

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DALLAS, TX 75223

Certified Mail Fee	\$3.30
Extra Services & Fees (check box, add fees as appropriate)	\$2.70
<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

0219
34

Postmark
Here

Postage \$0.47

12/02/2016

Total Postage and
\$6.47
Lumin Education
Terry Ford
924 Wayne Street
Dallas, TX 75223

City, State, ZIP+4®

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LITTLE ELM, TX 75068

Certified Mail Fee	\$3.30
Extra Services & Fees (check box, add fees as appropriate)	\$2.70
<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

0219
34

Postmark
Here

Postage \$0.47

12/02/2016

Total Postage and
\$6.47
Little Elm ISD
Lowell Striek
300 Lobo Lane
Little Elm, TX 75068

City, State, ZIP+4®

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ALLEN, TX 75002

Certified Mail Fee	\$3.30
Extra Services & Fees (check box, add fees as appropriate)	\$2.70
<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

0219
34

Postmark
Here

Postage \$0.47

12/02/2016

Total Postage and
\$6.47
Lovejoy ISD
Ann Casey
259 Coutry Club Rd
Allen, TX 75002

City, State, ZIP+4®

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DALLAS, TX 75227

OFFICIAL USE

Certified Mail Fee	\$3.30	0219 34
Extra Services & Fees (check box, add fee as appropriate)	\$2.70	
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	Postmark Here
<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	\$0.47	12/02/2016
Total Postage and	\$6.47	
Sent To	Nova Academy Donna Houston 2800 Prichard Ln Dallas, TX 75227	
Street and Apt. No.		
City, State, ZIP+4®		

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DALLAS, TX 75098

OFFICIAL USE

Certified Mail Fee	\$3.30	0219 12
Extra Services & Fees (check box, add fee as appropriate)	\$2.70	
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	Postmark Here
<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	\$0.47	12/02/2016
Total Postage and	\$6.47	
Sent To	Wylie ISD David Vinson 951 South Ballard Ave Wylie, TX 75098	
Street and Apt. No.		
City, State, ZIP+4®		

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MESQUITE, TX 75149

OFFICIAL USE

Certified Mail Fee	\$3.30	0219 34
Extra Services & Fees (check box, add fee as appropriate)	\$2.70	
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	Postmark Here
<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	\$0.47	12/02/2016
Total Postage and	\$6.47	
Sent To	Mesquite ISD David Vroonland 405 East Davis Street Mesquite, TX 75149	
Street and Apt. No.		
City, State, ZIP+4®		

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DALLAS, TX 75227

OFFICIAL USE

Certified Mail Fee	\$3.30	0219 34
Extra Services & Fees (check box, add fee as appropriate)	\$2.70	
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	Postmark Here
<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	\$0.47	12/02/2016
Total Postage and	\$6.47	
Sent To	Nova Academy Board President 2800 Prichard Ln Dallas, TX 75227	
Street and Apt. No.		
City, State, ZIP+4®		

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MESQUITE, TX 75149

OFFICIAL USE

Certified Mail Fee	\$3.30	0219 34
Extra Services & Fees (check box, add fee as appropriate)	\$2.70	
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	Postmark Here
<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	\$0.47	12/02/2016
Total Postage and	\$6.47	
Sent To	Mesquite ISD Gary Bingham 405 East Davis Street Mesquite, TX 75149	
Street and Apt. No.		
City, State, ZIP+4®		

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MCKINNEY, TX 75069

OFFICIAL USE

Certified Mail Fee	\$3.30	0219 34
Extra Services & Fees (check box, add fee as appropriate)	\$2.70	
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	Postmark Here
<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	\$0.47	12/02/2016
Total Postage and	\$6.47	
Sent To	McKinney ISD Rick McDaniel One Duvall St McKinney, TX 75069	
Street and Apt. No.		
City, State, ZIP+4®		

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Certified Mail Fee	\$3.30	0219 12
Extra Services & Fees (check box, add fee as appropriate)	\$2.70	
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	Postmark Here
<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	\$0.47	
Total Postage and	\$6.47	12/02/2016
Sent To	Lift Education Tony Dona 1825 Market Center Blvd Dallas, TX 75207	
Street and Apt. No.		
City, State, ZIP+4®		

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Certified Mail Fee	\$3.30	0219 12
Extra Services & Fees (check box, add fee as appropriate)	\$2.70	
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	Postmark Here
<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	\$0.47	
Total Postage and	\$6.47	12/02/2016
Sent To	Texas Can Academies Oscar Rodriguez 325 W. 12th St Dallas, TX 75208	
Street and Apt. No.		
City, State, ZIP+4®		

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Certified Mail Fee	\$3.30	0219 12
Extra Services & Fees (check box, add fee as appropriate)	\$2.70	
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	Postmark Here
<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	\$0.47	
Total Postage and	\$6.47	12/02/2016
Sent To	Sunnyvale ISD Doug Williams 417 E. Tripp Rd Sunnyvale, TX 75182	
Street and Apt. No.		
City, State, ZIP+4®		

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Certified Mail Fee	\$3.30	0219 12
Extra Services & Fees (check box, add fee as appropriate)	\$2.70	
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	Postmark Here
<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	\$0.47	
Total Postage and	\$6.47	12/02/2016
Sent To	Wylie ISD Barbara Goss 951 South Ballard Ave Wylie, TX 75098	
Street and Apt. No.		
City, State, ZIP+4®		

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OFFICIAL USE

Certified Mail Fee	\$3.30	0219 12
Extra Services & Fees (check box, add fee as appropriate)	\$2.70	
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	Postmark Here
<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	\$0.47	
Total Postage and	\$6.47	12/02/2016
Sent To	Lift Education Yasmin Bhatia 1825 Market Center Blvd Dallas, TX 75207	
Street and Apt. No.		
City, State, ZIP+4®		

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OFFICIAL USE

Certified Mail Fee	\$3.30	0219 12
Extra Services & Fees (check box, add fee as appropriate)	\$2.70	
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	Postmark Here
<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	\$0.47	
Total Postage and	\$6.47	12/02/2016
Sent To	Texas Can Academies Delia Jasso 325 W. 12th St Dallas, TX 75208	
Street and Apt. No.		
City, State, ZIP+4®		

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PLANO, TX 75094

OFFICIAL USE

Certified Mail Fee	\$3.30	0219
		12
Extra Services & Fees (check box, add fee as appropriate)	\$2.70	
<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	\$0.47	
Total Postage and Fees	\$6.47	12/02/2016
Sent To	\$6 State Rep 100	
Street and Apt. No.	Eric Johnson	
City, State, ZIP+4	1409 S. Lamar St, #9	
	Dallas, TX 75215	

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PLANO, TX 75074

OFFICIAL USE

Certified Mail Fee	\$3.30	0219
		12
Extra Services & Fees (check box, add fee as appropriate)	\$2.70	
<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	\$0.47	
Total Postage and Fees	\$6.47	12/02/2016
Sent To	\$6 State Rep 89	
Street and Apt. No.	Jodie Laubenberg	
City, State, ZIP+4	206 N. Murphy Rd	
	Murphy, TX 75094	

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7016 0910 0001 7706 2854

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PLANO, TX 75024

OFFICIAL USE

Certified Mail Fee	\$3.30	0219
		12
Extra Services & Fees (check box, add fee as appropriate)	\$2.70	
<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	\$0.47	
Total Postage and Fees	\$6.47	12/02/2016
Sent To	\$6 State Sen 23	
Street and Apt. No.	Royce West	
City, State, ZIP+4	5787 S. Hampton Rd, #385	
	Dallas, TX 75232	

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DALLAS, TX 75215

OFFICIAL USE

Certified Mail Fee	\$3.30	0219
		12
Extra Services & Fees (check box, add fee as appropriate)	\$2.70	
<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	\$0.47	
Total Postage and Fees	\$6.47	12/02/2016
Sent To	\$6 State Sen 8	
Street and Apt. No.	Van Taylor	
City, State, ZIP+4	6301 Preston Rd, #700	
	Plano, TX 75024	

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SUNNYVALE, TX 75182

OFFICIAL USE

Certified Mail Fee	\$3.30	0219
		12
Extra Services & Fees (check box, add fee as appropriate)	\$2.70	
<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	\$0.47	
Total Postage and Fees	\$6.47	12/02/2016
Sent To	\$6 Sunnyvale ISD	
Street and Apt. No.	Brad Cravens	
City, State, ZIP+4	417 E. Tripp Rd	
	Sunnyvale, TX 75182	

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DALLAS, TX 75232

OFFICIAL USE

Certified Mail Fee	\$3.30	0219
		12
Extra Services & Fees (check box, add fee as appropriate)	\$2.70	
<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	\$0.47	
Total Postage and Fees	\$6.47	12/02/2016
Sent To	\$6 State Sen 30	
Street and Apt. No.	Craig Estes	
City, State, ZIP+4	2525 Kell Blvd., #302	
	Wichita Falls, TX 76308	

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DALLAS, TX 75205

Certified Mail Fee \$3.30
\$2.70
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

0219
12

Postmark
Here

Postage \$0.47

12/02/2016

Total Postage and
\$6.47
\$
Sent To Erika Beltran
Street and Apt. No. PO Box 601523
City, State, ZIP+4 Dallas, TX 75360

PS Form 3800, A

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DALLAS, TX 75360

Certified Mail Fee \$3.30
\$2.70
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

0219
12

Postmark
Here

Postage \$0.47

12/02/2016

Total Postage and
\$6.47
\$
Sent To State Rep 67
Street and Apt. No. Jeff Leach
777 E. 15th St, #202
City, State, ZIP+4 Plano, TX 75074

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ROYSE CITY, TX 75189

Certified Mail Fee \$3.30
\$2.70
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

0219
12

Postmark
Here

Postage \$0.47

12/02/2016

Total Postage and
\$6.47
\$
Sent To Royse City ISD
Street and Apt. No. Kevin Worthy
810 Old Greenville Rd
City, State, ZIP+4 Royse City, TX 75189

PS Form 3800, A

7016 0910 0001 7706 2786

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ROYSE CITY, TX 75189

Certified Mail Fee \$3.30
\$2.70
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

0219
12

Postmark
Here

Postage \$0.47

12/02/2016

Total Postage and
\$6.47
\$
Sent To SOE Dist. 12
Street and Apt. No. Geraldine Miller
3815 Beverly Drive
City, State, ZIP+4 Dallas, TX 75205

PS Form 3800, A

7016 0910 0001 7706 2762

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ROCKWALL, TX 75087

Certified Mail Fee \$3.30
\$2.70
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

0219
12

Postmark
Here

Postage \$0.47

12/02/2016

Total Postage and
\$6.47
\$
Sent To Rockwall ISD
Street and Apt. No. Linda M Duran
1050 Williams St.
City, State, ZIP+4 Rockwall, TX 75087

PS Form 3800, A

7016 0910 0001 7706 2717

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ROYSE CITY, TX 75189

Certified Mail Fee \$3.30
\$2.70
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

0219
12

Postmark
Here

Postage \$0.47

12/02/2016

Total Postage and
\$6.47
\$
Sent To Royse City ISD
Street and Apt. No. Julie Stutts
810 Old Greenville Rd
City, State, ZIP+4 Royse City, TX 75189

PS Form 3800, A

7016 0910 0001 7706 2359

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RICHARDSON, TX 75081

Certified Mail Fee	\$3.30	0219
	\$2.70	12
Extra Services & Fees (check box, add fee as appropriate)		
<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	\$0.47	
Total Postage and	\$6.54	

Postmark Here
12/02/2016

Sent To
Richardson ISD
Kay Waggoner
 400 S. Greenville Ave.
 Richardson, TX 75081

Street and Apt. No.
 City, State, ZIP+4®

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ROCKWALL, TX 75087

Certified Mail Fee	\$3.30	0219
	\$2.70	12
Extra Services & Fees (check box, add fee as appropriate)		
<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	\$0.47	
Total Postage and	\$6.87	

Postmark Here
12/02/2016

Sent To
Rockwall ISD
Jeff Bailey
 1050 Williams St.
 Rockwall, TX 75087

Street and Apt. No.,
 City, State, ZIP+4®

PS Form 3800, A

7016 0910 0001 7706 2328

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PROSPER, TX 75078

Certified Mail Fee	\$3.30	0219
	\$2.70	12
Extra Services & Fees (check box, add fee as appropriate)		
<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	\$0.47	
Total Postage and	\$6.94	

Postmark Here
12/02/2016

Sent To
Prosper ISD
Drew Watkins
 605 East Seventh St
 Prosper, TX 75078

Street and Apt. No.,
 City, State, ZIP+4®

PS Form 3800, A

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RICHARDSON, TX 75081

Certified Mail Fee	\$3.30	0219
	\$2.70	12
Extra Services & Fees (check box, add fee as appropriate)		
<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	\$0.47	
Total Postage and	\$6.94	

Postmark Here
12/02/2016

Sent To
Richardson ISD
Kim Caston
 400 S. Greenville Ave.
 Richardson, TX 75081

Street and Apt. No.
 City, State, ZIP+4®

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PLANO, TX 75075

Certified Mail Fee	\$3.30	0219
	\$2.70	12
Extra Services & Fees (check box, add fee as appropriate)		
<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	\$0.47	
Total Postage and	\$6.94	

Postmark Here
12/02/2016

Sent To
Plano ISD
Nancy Humphrey
 2700 W. 15th Street
 Plano, TX 75075

Street and Apt. No.
 City, State, ZIP+4®

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PROSPER, TX 75078

Certified Mail Fee	\$3.30	0219
	\$2.70	12
Extra Services & Fees (check box, add fee as appropriate)		
<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	\$0.47	
Total Postage and	\$6.94	

Postmark Here
12/02/2016

Sent To
Prosper ISD
Daniel Jones
 605 East Seventh St
 Prosper, TX 75078

Street and Apt. No.
 City, State, ZIP+4®

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PLANO, TX 75075

OFFICIAL USE

Certified Mail Fee	\$3.30	0219
Extra Services & Fees (check box, add fee as appropriate)	\$2.70	12
<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	\$0.47	
Total Postage and	\$6.47	12/02/2016

Sent To: **Plano ISD**
Brian T. Binggeli
2700 W. 15th Street
Plano, TX 75075

City, State, ZIP+4®

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DALLAS, TX 75201

OFFICIAL USE

Certified Mail Fee	\$3.30	0219
Extra Services & Fees (check box, add fee as appropriate)	\$2.70	12
<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	\$0.47	
Total Postage and	\$6.47	12/02/2016

Sent To: **Pegasus School of Liberal Arts and Sciences**
Virgina Lannen
601 N. Akard, #203
Dallas, TX 75201

City, State, ZIP+4®

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GRAPEVINE, TX 76051

OFFICIAL USE

Certified Mail Fee	\$3.30	0219
Extra Services & Fees (check box, add fee as appropriate)	\$2.70	12
<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	\$0.47	
Total Postage and	\$6.47	12/02/2016

Sent To: **Grapevine-Colleyville ISD**
Karen Deakin
3051 Ira E. Woods Ave
Grapevine, TX 76051

City, State, ZIP+4®

PS Form 3800, A

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DALLAS, TX 75201

OFFICIAL USE

Certified Mail Fee	\$3.30	0219
Extra Services & Fees (check box, add fee as appropriate)	\$2.70	12
<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	\$0.47	
Total Postage and	\$6.47	12/02/2016

Sent To: **Pegasus School of Liberal Arts and Sciences**
Board President
601 N. Akard, #203
Dallas, TX 75201

City, State, ZIP+4®

PS Form 3800, A

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DALLAS, TX 75241

OFFICIAL USE

Certified Mail Fee	\$3.30	0219
Extra Services & Fees (check box, add fee as appropriate)	\$2.70	12
<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	\$0.47	
Total Postage and	\$6.47	12/02/2016

Sent To: **Garland ISD**
Bob Morrison
501 S. Jupiter
Garland, TX 75042

City, State, ZIP+4®

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DALLAS, TX 75241

OFFICIAL USE

Certified Mail Fee	\$3.30	0219
Extra Services & Fees (check box, add fee as appropriate)	\$2.70	12
<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	\$0.47	
Total Postage and	\$6.47	12/02/2016

Sent To: **Gateway Charter Academy**
Frankie Washington
6103 Houston School Rd
Dallas, TX 75241

City, State, ZIP+4®

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FRISCO, TX 75035

OFFICIAL USE

Certified Mail Fee	\$3.30	0219
\$	\$2.70	12
Extra Services & Fees (check box, add fee as appropriate)		
<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	\$0.47	
Total Postage and	\$6.47	12/02/2016

Sent To: **Frisco ISD**
Jeremy Lyon
 Street and Apt. No.: **5515 Ohio Dr**
 City, State, ZIP+4®: **Frisco, TX 75035**

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FORNEY, TX 75126

OFFICIAL USE

Certified Mail Fee	\$3.30	0219
\$	\$2.70	12
Extra Services & Fees (check box, add fee as appropriate)		
<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	\$0.47	
Total Postage and	\$6.47	12/02/2016

Sent To: **Forney ISD**
Keith Bell
 Street and Apt. No.: **600 S. Bois d'Arc**
 City, State, ZIP+4®: **Forney, TX 75126**

PS Form 3800, A

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FRISCO, TX 75035

OFFICIAL USE

Certified Mail Fee	\$3.30	0219
\$	\$2.70	12
Extra Services & Fees (check box, add fee as appropriate)		
<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	\$0.47	
Total Postage and	\$6.47	12/02/2016

Sent To: **Frisco ISD**
Anne McCausland
 Street and Apt. No.: **5515 Ohio Dr**
 City, State, ZIP+4®: **Frisco, TX 75035**

PS Form 3800, A

7016 0910 0001 7706 2052

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FORNEY, TX 75126

OFFICIAL USE

Certified Mail Fee	\$3.30	0219
\$	\$2.70	12
Extra Services & Fees (check box, add fee as appropriate)		
<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	\$0.47	
Total Postage and	\$6.47	12/02/2016

Sent To: **Forney ISD**
Suzanne McWilliams
 Street and Apt. No.: **600 S. Bois d'Arc**
 City, State, ZIP+4®: **Forney, TX 75126**

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GARLAND, TX 75042

OFFICIAL USE

Certified Mail Fee	\$3.30	0219
\$	\$2.70	12
Extra Services & Fees (check box, add fee as appropriate)		
<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	\$0.47	
Total Postage and	\$6.47	12/02/2016

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

PS Form 3800, A

7016 0910 0001 7706 2069

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DALLAS, TX 75241

OFFICIAL USE

Certified Mail Fee	\$3.30	0219
\$	\$2.70	12
Extra Services & Fees (check box, add fee as appropriate)		
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
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Provide the following:

State the proposed school's 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 Texas Administrative Code (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 students from the secondary boundary 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 establish its secondary boundary. *Do not list the charter schools located within the designated geographic boundary.*



Arête and Kaizen Foundation

Excellence in Education and Performance

**Charter Application Generation 22
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:

For every grade served in the Academies, the follow Teacher to Student Ration shall followed as a minimum guidelines:

Up to 16 Students = **1 Instructor**

17 to 25 Students = **1 Instructor & 1 Facilitator**

26 to 32 Students = **1 Instructor & 2 Facilitators**

Definitions:

Instructor is defined by Human Resources as a 'Teacher'

Facilitator is defined by Human Resources as a 'Teacher's Aide'

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.

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 Allignment

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 formate and nature of the review.

Next Steps

Identify how you will ensure the continuous and cumlative 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 innovative 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 each 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.

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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.

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.

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

LESSON THREE (3)- *Student Assessments*

This 5th Grade Scope and Sequence has been selected from Arete and Kaizen Foundation's Generation 21 Charter School Submission.

9/6

Charter Name: ARETE AND KAIZEN CHARTER SCHOOL

Subject/Course Title: MATH

Grade Level: 6TH

Prepared By: Vincent Garcia



Student Expectations/Learning Outcomes

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

TSW Identify a number, its opposite, and its absolute value.

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.

In this unit lesson students examine number relationships involving identifying a number, its opposite, and absolute value. Previous work with number lines transitions to the understanding that absolute value can be represented on a number line as the distance a number is from zero. This builds to the relationship that since distance is always a positive value or zero, then absolute value is always a positive value or zero. Although students have been introduced to the concept of integers, this is the first time students are exposed to operations with negative whole numbers, which is a subset of integers. The development of integer operations with concrete and pictorial models is foundational to student understanding of operations with integers. The use of concrete and pictorial models for integer operations is intended to be a bridge between the abstract concept of operations with integers and their standardized algorithms. It is expected that once the concept of integer operations has been sufficiently developed and connected to the standardized algorithms, students should add, subtract, multiply, and divide integers fluently. Prior to this unit, in Grade 4, students represented fractions and decimals to the tenths or hundredths as distances from zero on a number line. In Grade 6 Unit 02, students continued their understanding of equivalency by ordering whole numbers, positive and negative rational numbers, and integers using both models and real-world contexts. This approach aligns with the Singapore Math framework.

Skill gaps will be assessed informally through the beginning of the lesson activity that will also be used to activate prior knowledge. Based on the results of the activity the teacher will clarify misconceptions as anticipated and will use the information from this informal pre assessment to group students according to their skill level.

Prior Knowledge : The teacher will use a simple activity the following activity to check her students' prior knowledge of the concept and to clear up any misunderstandings students may have about the topic. F First, she will provide students three minutes to answer a short true/false questionnaire. with the following statements:

EVALUATE THE NEXT STATEMENTS AS TRUE OR FALSE

- 1) The absolute value is the opposite of a number
- 2) The absolute value for 5 is -5

Next, in pairs, students compare responses

Each set of partners must rewrite any false statements so that they are true.

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Whole class discussion for clarification and assessment of the prior knowledge.

Students extend the number line to represent all rational numbers and recognize that number lines may be either horizontal or vertical (i.e. thermometer) which facilitates the movement from number lines to coordinate grids. Students recognize that a number and its opposite are equidistant from zero (reflections about the zero). The opposite sign ($-$) shifts the number to the opposite side of 0. For example, -4 could be read as "the opposite of 4" which would be negative 4. In the example, $-(-6.4)$ would be read as "the opposite of the opposite of 6.4" which would be 6.4. On a number line model, the number is represented by an arrow drawn from zero to the location of the number on the number line; the absolute value is the length of this arrow. Clarify the distance from zero as the absolute value or magnitude of a rational number. Students need multiple experiences to understand the relationships between numbers, absolute value, and statements about order. Students understand absolute value as the distance from zero and recognize the symbols $| |$ as representing absolute value.

Example 1: Which numbers have an absolute value of 7

Solution: 7 and -7 since both numbers have a distance of 7 units from 0 on the number line.

Example 2: a. Use an integer to represent 25 feet below sea level b. Use an integer to represent 25 feet above sea level. c. What would 0 (zero) represent in the scenario above?

Example 3:

What is the $|-3|$

Solution: 3 In real-world contexts, the absolute value can be used to describe size or magnitude. For example, for an ocean depth of 900 feet, write $|-900| = 900$ to describe the distance below sea level.

When working with positive numbers, the absolute value (distance from zero) of the number and the value of the number is the same; therefore, ordering is not problematic. However, negative numbers have a distinction that students need to understand. As the negative number increases (moves to the left on a number line), the value of the number decreases. For example, -24 is less than -14 because -24 is located to the left of -14 on the number line. However, absolute value is the distance from zero. In terms of absolute value (or distance) the absolute value of -24 is greater than the absolute value of -14 . For negative numbers, as the absolute value increases, the value of the negative number decreases.

At the end of this lesson, students will collaborate on a Rubric and begin a 3 week project that will be used to solve an authentic problem.

How are concrete and pictorial models used to represent integer operations ?

What generalization can be made about the sum of two integers with the same sign?

When adding integers, if a pair of addends has opposite signs, then the sum will have the sign of the addend with the greatest absolute value.

What generalization can be made about the sum of two integers with opposite signs?

When subtracting two integers with opposite signs, the subtraction problem may be rewritten as an addition problem by adding the opposite of the integer following the subtraction symbol, and then applying the rules for adding integers.

Guiding Questions

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

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How is subtraction related to addition?
 What generalization can be made about the difference between two integers with opposite signs?
 When multiplying or dividing two or more integers with no negative signs or an even number of negative signs, then the product or quotient is positive.
 What generalization can be made about the product or quotient of two or more integers with no negative signs or an even number of negative signs?
 When multiplying or dividing two or more integers with one negative sign or an odd number of negative signs, then the product or quotient is negative.
 What generalization can be made about the product or quotient of two or more integers with one negative sign or an odd number of negative signs?
 How can positive and negative numbers be represented in real-world problem situations?
 Relationships exist between a number, its opposite, and its absolute value.
 What relationships exist between a number, its opposite, and its absolute value?

Texas Essential Knowledge & Skills Allignment

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.

TEK subject/Course Math Grade 6
 6.2B
 Identify a number, its opposite, and its absolute value.
 Supporting Standard

Materials & Resources

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

Materials needed: Index cards, graphed paper, glue, teacher made material containing the focus problems of the lesson, project rubric.
 Supplier: School : Teacher access to printer and copier
 Student: Paper and pencil

Review

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

N/A

Next Steps

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

The continuous and cumulative growth of the scope will be identify as the student apply the concept in a variety of ways this SE may be used to introduce the concept of integers with the identification of a number, its opposite, and its absolute value.
 When 6(2)(B) is paired with 6(1)(A), students may be expected to apply the skill of identifying integers in everyday life. The SE includes the use of the absolute value symbol and the formal mathematics vocabulary as students identify a number and its opposite as being the same distance from zero, or having the same absolute value. The term "opposite" refers to the additive inverse of a number. This will serve as foundation for the 7th grade
 The cumulative growth of the students who will participate in the curriculum will be ensured as the students understand the practical application of this concept and are able to describe it with ease. Writing Integers in Real-Life Situations
 Write an integer to describe each situation
 Example 1: an increase of 6 inches $\rightarrow + 6$
 Example 2: scored 10 fewer points $\rightarrow - 10$
 Example 3: a loss of 7 pounds $\rightarrow - 7$
 Example 4: earned 5 dollars interest $\rightarrow + 5$

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Example 5: a temperature of 9 degrees below zero $\rightarrow -9$

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 innovative 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 each 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*

Discovery/Inquiry-based learning Talking with others about ideas is fundamental to classroom learning. Math classroom talk that promotes and sustains learning should be accountable to other learners, use accurate and appropriate knowledge, and adhere to rigor in thinking. Accountable talk responds to and further develops what others have said through relevant observations, ideas, opinions, or more information. Accountable talk draws on evidence appropriate to the content area (e.g., a proof in math, data from investigations in science, textual details in literature, primary sources in social studies) and follows the rules of reasoning.

LESSON ONE (1)- *Student Activities*

Teacher guides students using the include open-ended, challenging questions that will guide development of this lesson to ensure that each student has the opportunity to answer the teacher makes available manipulatives as needed as well as opens the options in which all answers will be accepted either orally or written. Allowing students express their thinking independently.

LESSON ONE (1)- *Student Assessments*

As the teacher facilitates the learning through the based inquiry strategy s/he evaluates the responses adjusting and accommodating the instruction as needed. Every answer provides an opportunity to clarify misconceptions and facilitate learning.

LESSON TWO (2)- *Instructional Strategies*

Adapting the lesson to learning styles/multiple intelligences The cognitive theory of multiple intelligences posits that students learn, remember, perform, and understand in different ways, including various intelligences, such as musical-rhythmic, visual-spatial, verbal-linguistic, logical-mathematical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic. As a cognitive theory, learning styles/multiple intelligences has proved useful to classroom teachers in fostering different interests, providing variety and differentiation in instruction, and developing the whole child

The teacher will provide different types of learning experiences for the students to discover meaning in the content.

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LESSON TWO (2)- <i>Student Activities</i>	Addressing students according to their predominant intelligence becomes crucial to ensure every student has the opportunity to experience the content in their personal and particular way of learning. The facilitator will prepare in advance opportunities to make the information available for each group of students. For example, in teaching addition of integers of different symbols to individual students (or groups) could choose to illustrate, model with algebra tiles, or make a numerical example of adding two integers. Students still had to show their competency in a particular skill, but in one of various ways that supported their different learning styles. To complement the lessons, the teacher creates rubrics that supported different learning styles and questioning to assess student learning and holds students accountable for their own learning.
LESSON TWO (2)- <i>Student Assessments</i>	A teacher made rubric that has been previously discussed with students will be the tool that will be used to assess students performance.
LESSON THREE (3)- <i>Instructional Strategies</i>	Hands-on learning Hands-on learning is an instructional strategy that directly involves learners by encouraging them to do something in order to learn about it. It is learning by doing. Some subject matter like music and art are inherently hands-on; others like higher levels of mathematics are more abstract. Nonetheless, all learning can benefit from activity that stimulates different regions of the brain. For younger learners, those learning English or another language, or those with learning disabilities, thoughtful hands-on teaching strategies are their keys to learning
LESSON THREE (3)- <i>Student Activities</i>	The use of interactive notebooks. The interactive notebook is to enable students to be creative, independent thinkers and writers. Interactive notebooks are used for class notes as well as for other activities where the student will be asked to express his/her own ideas and process the information presented in class. Teacher models and prepares foldables to organize and display the material learned. Students are allowed to explore and manipulate the concept through foldables and other teacher made material.
LESSON THREE (3)- <i>Student Assessments</i>	The facilitator of this lesson will use the foldable to evaluate the concept taught. Students will use a rubric to know what the expectation from the teacher is .

Provide the following:

Admissions and enrollment policies, 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 Texas Education Code (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 history of a criminal offense, a juvenile court adjudication, or discipline problems under Subchapter A, Chapter 37. See 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 17th, 2018, to allow them to be entered into the lottery for final enrollment. The Lottery is tentatively scheduled to be held on August 20. Applicants will be notified using information provided on this enrollment form.

- 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 17th. Any applications received after August 1^{7th} 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 sex, 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, tentative date is August 20th, 2018:

All applications are placed into their specific grade level. Once a grade level becomes 'full', then a lottery system is utilized. If the campus enrollments outnumber the available vacancies for students, the Lottery System will be implemented.

The Lottery Procedure will include: placing all the names of the oversubscribed grade level(s) into one location. Names will be randomly drawn and recorded until all the vacancies in the grade level have been filled.

****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/enrolled into the Academy
- Founders/Staff Children (if they constitute less than 15% of the grade level)

Students who did not win the lottery will be on a Waiting List unless otherwise requested. Students on waiting lists will be included in an additional Lottery if needed – this process will be used if a Lottery was used to fill a specific grade level and a student transfers out of the grade level after the Lottery or School year has begun. If a student who transfers (or withdrawals) and desires to re-enroll, the process of re-enrolling will start over and the student might be in a situation that they end up last on a new waiting list depending on the enrollment at that specific time.

Please keep up to date contact information with the office staff so that you can be notified of any changes to enrollment procedures, attendance, the Lottery, and other pertinent information.



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Academy Application Form

Which Campus are you applying for?

- Wylie – Dance, Performing Arts (no audition required)
- North Plano – Athletics
- Garland – 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 18 - 19 School Year: 3rd 4th 5th 6th 7th 8th

** 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. Texas Education Code (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.



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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 a 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 be 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.

[The above Student Code of Conduct has been continued to be used from the Foundation's Charter School Application Generation 21 Submission.]



Provide the following:

The code of conduct for the proposed school to address the gun-free school statute found in Texas Education Code (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 Every Student Succeeds Act (ESSA) of 2015 (Public Law 114-95), requires a State receiving ESSA 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 ESSA funds.

Charter operators that fail to adhere to the Gun-Free Schools Act are subject to forfeiture of ESSA 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 Academies and "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.

[The above Gun Free Policy has been continued to be used from the Foundation's Charter School Application Generation 21 Submission.]

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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Student Recruitment

Due to budget restrictions, recruitment of students will initially be the responsibility of the superintendent with some duties delegated to chief financial officer (CFO). As the school expands, student recruitment will be delegated the Human Resources Director and/or their designees under the supervision of the superintendent. This selection extends the reach of recruitment efforts, ensures that recruitment stays in compliance with the budget as per the financial workbook, and allows the human resources director to focus her efforts on teacher recruitment. A cohesive marketing campaign has been designed in order to effectively reach the target audience and the specified goals according to the attached student recruitment timeline. In order to recruit 300 students per campus by July 31, 2018 a variety of strategies will be utilized. These include direct mailing, in person recruitment events, and marketing through social and traditional media. Initially, a brochure will be sent to all students who reside within the proposed attendance boundaries. This will include a description of the schools' academic and extracurricular program in addition to contact and enrollment information. In tandem, there will also be newspaper advertisements that offer the same information. This will effectively ensure that students are exposed to the material multiple times in order to increase awareness of the schools' programs. Social media will be utilized through facebook and twitter accounts. Both the CFO and the superintendent will facilitate recruitment events by attending local sporting and dance activities. This will generate awareness of the schools' mission and vision. The superintendent and the CFO will also form community partnerships with local businesses such as dance studios in order to create community awareness of the school. This will include depositing marketing materials with such businesses. If the expected enrollment is not as anticipated by the progress check as outlined in the attached student recruitment timeline, the recruitment strategy will be adjusted to meet the need. This will be a data driven process, as data will be collected throughout the recruitment process. Specifics of this adjustment cannot be

stated in this document because the data is not yet available. For example, if the data showed that most enrolled students had responded to a particular strategy, then recruitment efforts would be focused on increasing the reach of that strategy.

Teacher Recruitment

Teacher recruitment will be the responsibility of the director of human resources under the direct supervision of the superintendent. Goals and timelines are illustrated in the attached document titled Teacher Recruitment. In order to effectively recruit quality instructional staff, a variety of traditional and non-traditional recruitment methods will be used. First and foremost the teacher recruitment strategy is focused around targeting a clearly identified target audience. A teacher at the charter should fit the profile of an ideal teacher in accordance with the mission and vision. This translates into a teacher that shares a like-mindedness regarding the educational philosophy including the belief that education should be holistic and project based. The online strategy will use several direct sourcing websites to confidentially filter candidate profiles. These include a landing page to collect e-mail addresses for mass marketing, meetup.com, yahoo.com resource groups, LinkedIn, monster.com, a social media page, teacher networks and Twitter. There is also a plan in place to give teachers a job preview that will enable potential candidates to better understand the mission and vision of the charter, which can be accessed through youtube. In addition there will be an aggressive marketing campaign that targets organizations that are likely to have the ideal teacher candidate for the individual schools focus (Performing Arts, Athletic Performance, Leadership & Entrepreneurship) , such as dance studios and after school programs. All recruitment activities will be progress checked to ensure that the goal is met in the specified time frame as per the attached document.

Curriculum and Instruction

The curriculum design will be the joint responsibility of the Director of Curriculum and Instruction and District Initiatives, under the direct supervision of the superintendent. The curriculum will be aligned with Texas Essential Knowledge and Skills (TEKS). It will be project based utilize the Five Pillars of Reading Instruction as a reading framework, and Singapore math as a math framework. All curricular material will be selected and implemented by the directors of curriculum and instruction. The associated costs are illustrated

in the financial workbook. Curriculum design will be completed and approved by the superintendent and the board by December 1, 2017.

Fundraising

Fundraising will be the joint responsibility of the superintendent and the CFO. Fundraising will be done online through donor and crowdfunding websites such as Go fund me and Donor Path. Fundraising events will take place in person as facilitated by the superintendent and the CFO. See attachment titled Fundraising for goals and timelines. Fundraising will be progress monitored and strategies will be adjusted if fundraising goals are not met within the specified timeframe.

Facility

Selection of a facility will be the direct responsibility of the superintendent to be approved by the board. The purposed location of the Richardson campus is located at 1801 N. Glenville Drive, Richardson TX, 75081. This facility is just over 15,000 square feet and has all accommodations for ADA due it to being a previous medical facility. The doorways accommodate wheel chairs, it has ramps as well as stairs, in bathrooms that are wheel chair accessible. The cost of renovation will be included with the lease agreement if a 5 or 7 year contract is signed. We are in contact with Lee and Associates Commercial Real Estate to established agreements and negotiations for this facility as well as find two other buildings for our Plano and Wylie campuses.

Internal Controls and Fraud Protection

Financial management of the charter will be the responsibility of the Chief Financial Officer under the direct supervision of the Superintendent. Internal controls have been set up, to ensure fraud protection. All financial and accounting transactions will be done with strict adherence to systems selected and managed by the CFO, including systematic documentation of all financial transactions. This will ensure compliance with all regulatory obligations. In order to facilitate access to networks and training, the Superintendent, CFO and all financial personnel will be members of Texas Association of School Business Officials. After the award of the charter, the superintendent and CFO will schedule a consultation with an attorney in order to meet legal and operational compliance regulations.

Teacher Recruitment Timeline

Planning

Function	Description	Completion Date
Staff Commitment	Responsible staff members are trained and committed to the recruitment strategy. Goals are outlined and expectations of required duties are clear.	September 1, 2017
Internal Communication Systems	A uniform internal communication system is set up to ensure that there is clear communication between central office staff and campus level administration.	September 30, 2017
Systemic and Uniform Evaluation and Selection Process	A clear system for selecting and evaluating highly qualified teachers is adopted by all school personnel who have recruitment responsibilities. All responsible parties will be trained to adhere to the evaluation and selection standards.	September 30, 2017
Marketing Materials	Marketing Materials are designed and published in accordance with our mission to attract and hire highly qualified teachers.	October 31, 2017

Execution

Goal	Completion Date
Initial Distribution of Marketing Materials	November 15, 2017
Initial In-Person Recruitment Events	December 15, 2017
Interviews Begin	January 1, 2018
Initial Reference and Background Checks	January 15, 2018
First Commitment Letters are Extended to Highly Qualified Candidates	January 30, 2108
Initial Data Collection from Candidates	January 30, 2018

Evaluation and Progress Measures

Goal	Completion Date
25 % of Instructional Staff has Signed Commitment Letters	March 1, 2018
50% of Instructional Staff has Signed Commitment Letters	April 1, 2018
75 % of Instructional Staff has Signed Commitment Letters	May 31, 2018
100% of Instructional Staff has Signed Commitment Letters	July 1, 2018

All data will be reviewed on an ongoing basis. The initial events described in the execution table will be ongoing and only reflect the initial date that those activities are to begin. Recruitment strategies will be adjusted if progress measures are not met according to data collected.

Student Recruitment Timeline Planning

Function	Description	Completion Date
Staff Commitment	Responsible staff members are trained and committed to the recruitment strategy. Goals are outlined and expectations of required duties are clear. All recruitment duties are delegated to responsible parties.	June 30, 2017
Internal Communication Systems	A uniform internal communication system is set up to ensure that there is clear communication between personnel responsible for student recruitment.	June 30, 2017
Marketing Materials	Marketing Materials are designed and published in accordance with our mission to attract our target student demographic.	July 15, 2017

Execution

Goal	Completion Date
Initial Distribution of Marketing Materials	August 1, 2017
Initial Recruitment Events	September 1, 2017
Enrollment Begins	
Initial Enrollment Data is Collected	

Evaluation and Progress Measures

Goal	Completion Date
150 Students are Enrolled	July 1, 2018
300 Students are Enrolled	July 31, 2018
350 Students are Enrolled	August 15, 2018

All data will be reviewed on an ongoing basis. The initial events described in the execution table will be ongoing and only reflect the initial date that those activities are to begin. Recruitment strategies will be adjusted if progress measures are not met according to data collected.

Fundraising Sources and Timeline

Goals

Goal	Date
\$50,000	October 1, 2017
\$100,000	January 1, 2018
190,000	March 1, 2018
\$250,000	June 1, 2018

Identified Grant Opportunities

Source	Amount	Deadline
Leona Gruber Trust	\$2,000	August 31, 2017
Gene Conley Foundation	\$20,000	Rolling
Finish Line Foundation Programmatic Grant	\$5,000	August 31, 2017
Finish Line Foundation Legacy Grant	\$75,000	August 31, 2017
Dannon Company	\$5,000	Rolling
Reiman Foundation	\$10,000	Rolling
Jubilation Foundation	\$2500	July 15, 2017
Communities Foundation of Texas	\$100,000	Rolling

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.



Arête and Kaizen Foundation

Excellence in Education and Performance

Budget Narrative

The budget analysis is prepared from estimates accrued members of the application team. The team chose to use Outcome Focus Budgeting, as outlined in the application narrative because every dollar is spent on an educational or organizational need. After the charter is awarded, more financial information will become available and budget adjustments will be made. Each school year's budget will require board approval.

Revenue

During planning year zero, staff will work to secure private funding in the amount of \$195,870. Beginning in year one, the most significant source of funding will be from revenue per pupil. Though staff will work to secure funding through grants, donations and fundraising, projections indicate that financial stability can be met without variable funding beginning in year one.

Because there is high interest in attending our school, we have pledge letters from parents and donations contingent upon the charter in the amount of \$55,000. Once the charter is awarded, we will expand our fundraising efforts and secure additional funding from donors, community members, and grants such as the Nike N7 Youth Sports Fund or the Tina B. Carver Fund to two examples that have already been researched and are under consideration.

Funds for year one are fairly certain. The budget has been created with the assumption that there will be an 80% attendance rate, but our research indicates a much higher attendance rate among students in our proposed area of service. This will negate the effect on the budget the unlikely event of under-enrollment. In the event that anticipated revenue is not received, budget adjustments will be made. Because the majority of the budget is allocated to staffing needs, some staffing positions will go unfilled. This includes the curriculum and instruction director, and the PEIMS coordinator. The application team is highly qualified

and committed to fulfill the duties of the curriculum and instruction director if funds are lower than anticipated. Additionally, PEIMS can be managed at the campus level. Further, if funds are not received as anticipated, staff will not receive annual raises until funds are increased.

Expenses

Staff

The total cost for central staff in year one will be \$830,000. This includes salaries for the superintendent, chief financial officer, talent and relations director, curriculum and instruction director, district initiatives and communication director, controller and PIEMS coordinator. As the district expands, positions will be added and this cost will increase to \$950,000 by year five with the addition of an administrative assistant to the CFO and a payroll manager. The salaries for all instructional staff is \$2,971,000. Non-instructional staff salaries are \$252,000. Annual raises have been projected at 3% per year for all staff. As per the financial workbook, assumptions are as follows:

Board

Board members are volunteering their time. There will be no board expenses.

Instructional

Classroom/Teaching Supplies and Materials: \$60,000

Special Education Supplies and Materials: \$15,000

Textbooks/Workbooks: \$50,000

Supplies & Materials Other: \$60,000

Equipment/Furniture: \$20,000

Telephone: \$15,000

Technology: \$15,000

Student Testing and Assessment: \$60,000

Field Trips: \$15,000

Transportation: \$1000

Office Expense: \$10,000

Staff Development: \$10,000

Staff Recruitment: \$2000

Student Recruitment/Marketing: \$20,000

Fundraising: \$15,000

Facility Operation & Maintenance

Insurance: \$10,000

Building and Land Rent/Lease: \$540,000

Utilities \$36,000

The building land rent/lease quote is based on conversations with realtors in the area we propose to serve.

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 \$5,700 per student, which accounts for a daily attendance rate of 80%, should be used when planning and developing the budget.

Note: When using a school district as a baseline for supplemental HR forms, make sure the ISD used has the same or close to anticipated average daily attendance (ADA) that the proposed charter 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 12 months of post-award planning and up to two years of implementation. However, start-up funds are available for no more than three years.

Actual funding depends on the number of eligible charters, the completion of a successful competitive charter grant application, and the continuation of funds from the United States Department of Education. Start-up funding is NOT to be used for budget purposes and, if awarded, will not be available to the sponsoring entity until the contract for 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

Arête and Kaizen Academies

	Year 0 (Start-Up) 2016	Year 1 2019	Year 2 2020	Year 3 2021	Year 4 2022	Year 5 2023
REVENUE						
Total State Revenue		\$ 5,454,891	\$ 5,727,635	\$ 6,014,017	\$ 6,314,718	\$ 6,693,601
Total Federal Revenue		\$ -	\$ -	\$ -	\$ -	\$ -
Total Local and Other Revenue	\$ 55,000	\$ 55,000	\$ 57,750	\$ 60,638	\$ 63,669	\$ 67,490
TOTAL REVENUE	\$ 55,000	\$ 5,509,891	\$ 5,785,385	\$ 6,074,654	\$ 6,378,387	\$ 6,761,090
EXPENSES						
Total Administrative Staff Personnel Costs	\$ -	\$ 830,000	\$ 838,300	\$ 1,050,779	\$ 1,069,167	\$ 1,090,551
Total Instructional Personnel Costs	\$ -	\$ 2,971,000	\$ 3,000,710	\$ 3,045,721	\$ 3,235,666	\$ 3,300,379
Total Non-Instructional Personnel Costs	\$ -	\$ 252,000	\$ 254,520	\$ 258,338	\$ 262,859	\$ 268,116
Total Payroll Taxes and Benefits	\$ -	\$ 158,472	\$ 160,057	\$ 170,274	\$ 178,597	\$ 182,169
TOTAL PERSONNEL, PAYROLL TAXES AND BENEFITS EXPENSES	\$ -	\$ 4,211,472	\$ 4,253,587	\$ 4,525,111	\$ 4,746,288	\$ 4,841,214
Total Contracted Services	\$ -	\$ 27,000	\$ 27,270	\$ 27,815	\$ 28,650	\$ 29,796
Total School Operations	\$ 202,870	\$ 368,000	\$ 404,600	\$ 445,300	\$ 490,607	\$ 541,109
Total Facilities Operations and Maintenance	\$ 48,000	\$ 586,000	\$ 587,000	\$ 588,100	\$ 589,310	\$ 590,641
Reserves and/or Contingency	\$ -	\$ 200,000	\$ 230,000	\$ 276,000	\$ 345,000	\$ 448,500
TOTAL EXPENSES	\$ 250,870	\$ 5,392,472	\$ 5,502,457	\$ 5,862,327	\$ 6,199,855	\$ 6,451,260
NET OPERATING INCOME (before depreciation)	\$ (195,870)	\$ 117,418	\$ 282,928	\$ 212,328	\$ 178,532	\$ 309,831
STUDENT ENROLLMENT						
Projected Student Enrollment		900	948	996	1,050	1,110
Revenue Per Pupil		\$ 6,122	\$ 6,103	\$ 6,099	\$ 6,075	\$ 6,091
Expenses Per Pupil		\$ 5,992	\$ 5,804	\$ 5,886	\$ 5,905	\$ 5,812

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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/.

For organizations less than one year old or established organizations with no financial activity to date: If an audit report is not available, provide an unaudited financial report that includes from inception to date:

1. a statement of financial position,
2. a statement of activity, and
3. a cash flow statement.

Arete and Kaizen Foundation
Profit & Loss
January 2015 through November 2016

	<u>Jan '15 - Nov 16</u>
Ordinary Income/Expense	
Income	
Direct Public Support	
Individ, Business Contributions	4,531.12
Total Direct Public Support	<u>4,531.12</u>
Total Income	4,531.12
Expense	
Advertising and Promotion	642.45
Bank Service Charges	298.50
Business Registration Fees	400.00
Operations	
Postage, Mailing Expense	1,068.72
Total Operations	<u>1,068.72</u>
Travel Expense	<u>1,795.12</u>
Total Expense	<u>4,204.79</u>
Net Ordinary Income	<u>326.33</u>
Net Income	<u><u>326.33</u></u>

Arete and Kaizen Foundation
Statement of Cash Flows
For the period 01/01/2015 - 11/30/2016

Operating Activities

Cash from individual donors	\$ 4,231.12
Cash from corporate donors	300.00
Bank transaction fees paid	(298.50)
Business expenses	(400.00)
General operating and administrative	(3,506.29)
Net Cash Flow from Operating Activities	<u>\$ 326.33</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

\$ 326.33

Cash at the beginning of the period

-

Cash at the end of the period

\$ 326.33

4:03 PM

12/04/16

Accrual Basis

Arete and Kaizen Foundation
Balance Sheet
As of November 30, 2016

	<u>Nov 30, 16</u>
ASSETS	
Fixed Assets	
Checking/Savings	
Operating Account	<u>326.33</u>
Total Checking/Savings	<u>326.33</u>
Total Fixed Assets	<u>326.33</u>
TOTAL ASSETS	<u><u>326.33</u></u>
LIABILITIES & EQUITY	
Equity	
Unrestricted Net Assets	201.33
Net Income	<u>125.00</u>
Total Equity	<u>326.33</u>
TOTAL LIABILITIES & EQUITY	<u><u>326.33</u></u>

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Provide the following:

A **credit report** of the sponsoring entity. If the entity was incorporated prior to January 1, 2015, 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, 2015, you are not required to provide a credit report but must instead provide a statement attesting, "No documents are being provided because the sponsoring entity was incorporated after January 1, 2015."

COPYRIGHT MATERIAL

1 page has been withheld

PLEASE NOTE: The responsive information contains copyrighted information that can only be made available to you for viewing in person. Because the information indicates that it is protected by copyright, you may review this information in person during normal business hours at TEA. If you are interested in reviewing the copyrighted information, please send an email to CharterSchools@tea.texas.gov to schedule an appointment.

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.

FORM **990-N**

**Electronic Notice (e-Postcard) for
Tax-Exempt Organizations Not
Required To File Form 990 or 990-EZ**

2015

Open to Public
Inspection

Form 990-N MUST be filed electronically. Do NOT mail this form to the IRS.

For calendar year 2015, or tax year beginning _____ and ending _____

<input type="checkbox"/> Final return/ terminated	Name of organization Arete and Kaizen Foundation	Employer ID number 47-2319694
	Doing business as	Telephone number (214) 499-6951
<input checked="" type="checkbox"/> Gross receipts are normally \$50,000 or less.	Number and street (or P.O. box if mail is not delivered to street address) Room or suite 2407 Ridgcrest Dr	
	City or town, state or province, country, and ZIP or foreign postal code Garland, TX 75041	
	Website: www.aretandkaizen.org	
	Name and address of principal officer: Name of principal officer: Vincent D. Garcia	
	Number and street (or P.O. box if mail is not delivered to street address) Room or suite 2407 Ridgcrest Dr	
	City or town, state or province, country, and ZIP or foreign postal code Garland, TX 75041	

UYA

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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."

December 3, 2016

To Arete and Kaizen Foundation,

I wanted to express my sincere interest in hearing about the possibility of a charter school opening my child/children could attend. I, myself, am a product of the public school system as well as Montessori system and the Magnet school system. I truly believe in the smaller student-to-instructor ratio as almost all children have their unique and different ways of learning **successfully**, my children being among them. I am excited at the idea of this charter school becoming a reality.
Thank you for your attention.

Sincerely,

████████████████████

December 2, 2016

To Arete and Kaizen Foundation,

I would like to express my intent to fund \$500.00 upon your approval of a Charter School license. As a board member, I am truly excited to see the vision and mission of our foundation grow into fruition.

Thank you!

Luisa Frias, Ed. D.

November 28, 2016

Arete and Kaizen Foundation,

For many years, I wanted to see a tremendous change in the educational model taught in public schools. As I heard Dr. Garcia share his vision, I became inspired to serve on the board of Arete and Kaizen Foundation. I give input and advice towards the overall direction of the nonprofit organization for Arete and Kaizen.

As the Charter School application nears, I would like to pledge \$500.00 if the foundation receives approval for the Charter school.

Sincerely,

Brody Burns


December 4, 2016

To Arete and Kaizen Foundation,

I wanted to express my sincere interest in the possibility of Arete and Kaizen opening a charter school that my children could attend. I am so excited about its mission, vision, and educational philosophy!

My children will have the opportunity to learn 21st century skills as well as simultaneously focusing on their extra-curricular activities!

Currently, I donate \$75 a month to the foundation. Upon approval of a charter school license, I will donate \$600.00 while continuing my donation but increasing to a \$100 a month.

Thank you,


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 7, 2017, 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
DLN:
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

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ARETE AND KAIZEN FOUNDATION

Sincerely,

A handwritten signature in black ink, appearing to read "Tamara Riggall". The signature is written in a cursive, flowing style.

Director, Exempt Organizations

Letter 5436

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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	
<i>First Name</i>	<i>M.I.</i>	<i>Last Name</i>	<i>Suffix</i>

C. The business address of the registered agent and the registered office address is:

2407 Ridgecrest Drive	Garland	TX	75041
<i>Street Address</i>	<i>City</i>	<i>State</i>	<i>Zip Code</i>

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				
<i>First Name</i>	<i>M.I.</i>	<i>Last Name</i>	<i>Suffix</i>	
Brody	C	Burns		
1301 Custer Rd., #515	Plano	TX	75075	USA
<i>Street or Mailing Address</i>	<i>City</i>	<i>State</i>	<i>Zip Code</i>	<i>Country</i>

RECEIVED

Form 202

AUG 28 2014

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Secretary of State

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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 Ridgcrest 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 10, 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 black ink, appearing to read "Robert E. Lomax".

Robert E. Lomax
Manager, Taxpayer Services Division

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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 Speak, 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.

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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.

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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.

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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.

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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 caused 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 contract, 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.

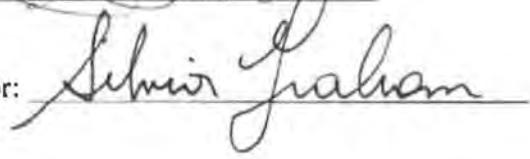
These Bylaws were adopted by the Arête and Kaizen Foundation Executive Board at its December 2014 meeting to be effective immediately. Adoption of these by-laws will be recorded in the official minutes of the December 21, 2014 Arête and Kaizen Foundation meeting.

Brody Burns, Chairman: 

Jake Lease, Vice Chairman: 

Travis Hintzel, Secretary: 

Luisa Frias, Treasurer: 

Silvia Graham, Academic Director: 

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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 Chariman (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:

Name of sponsoring entity:

BACKGROUND

Full Legal Name:

Home Mailing Address:

Phone Number:

E-mail Address:

Business Name:

Business Mailing Address:

Phone Number:

E-Mail Address:

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:

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 organization 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.

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, Brody 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  Date 12/2/16

Verification

State of Texas

County of Tarrant

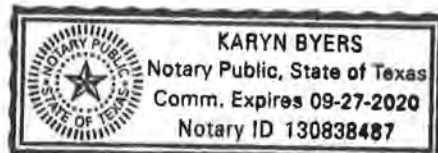
On this day, Brody Burns (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 2 day of December, 2016.

(Notary Public) Karyn Byers

(Seal)

My commission expires 9/27/2020



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Name of proposed charter school:

Name of sponsoring entity:

BACKGROUND

Full Legal Name:

Home Mailing Address:

Phone Number:

E-mail Address:

Business Name:

Business Mailing Address:

Phone Number:

E-Mail Address:

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:

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

I believe in the vision that Dr. Garcia has for a program that benefits the educational and arts development of children.

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

Board members will provide governance and strategic direction for the leadership of the school. Additionally, they will provide advice as relates to decisions through interaction with leadership and board action.

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 organizations the bulk of my adult life. Additionally, I served as CEO for a 501c3 for two years.

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

My experience in the non-profit world would be very beneficial from a governance, fundraising, and strategy perspective.

SCHOOL MISSION AND PROGRAM

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

The foundation believes that education should provide self-improvement to the whole child, including academic excellence and encouragement of passions towards the arts. The school will provide another choice to students and parents beyond a traditional public school setting. Academies will focus on Excellence towards a specific art and passion as well as Continuous Self-Improvement. Campus focuses will be Leadership/Entrepreneurship, Performing Arts, Athletics and Performance.

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

A student centered mindset will be the focus using project based learning and a Montessori blend. The projects will be assessed on a rubric.

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

Focus on the individuals needs of student success and achievement.

4. How will you know that the school is succeeding (or not) in its mission?

Continuous monitoring and involvement through the board's interaction with the leadership staff.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

Our role would be to provide objective direction by interacting with the leadership and receiving updates and reports to the schools overall success.

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

Review of the financial, academic, and additional programs and evaluation as to performance vs. goals.

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

Looking at the same performance metrics over a longer period of time, and the monitoring of year over year improvement.

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

Supporting the leadership through our experience and guidance, while allowing the staff to execute directly.

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?

Through the set ethics resolution process through the board, including informing the other board members and possible action by the board.

DISCLOSURES

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

- Yes No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

I have been friends with two of the board members for many 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 a long standing friendship with the CEO.

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.

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

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the 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, JOSEPH 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

3 DEC 16

Verification

State of

Texas

County of

Dallas

On this day, JOSEPH 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

3rd day of December, 2016.

(Notary Public)

[Handwritten Signature]

(Seal)

My commission expires

May 22, 2016



Name of proposed charter school:

Name of sponsoring entity:

BACKGROUND

Full Legal Name:

Home Mailing Address:

Phone Number:

E-mail Address:

Business Name:

Business Mailing Address:

Phone Number:

E-Mail Address:

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:

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

The current educational climate is lacking individuality. Each student is taught in the same manner as those who went before him. Personalization is needed to conform with the student's interests and goals. This charter aims to address personal and educational goals of the student on several fronts to stimulate the student's interest to learn and grow.

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

The Board is responsible for overseeing the leadership of the charter, providing guidance on major decisions that effect the overall direction of the charter, evaluating if decisions are in the best interest of the student base, as well as assurance that the mission statement of the charter is upheld.

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 an independent auditor for a midsize Dallas based accounting firm. I had opportunities to audit the financials of companies with revenues of greater than 100M as well as several non-profit entities.

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

As an auditor, I had opportunities to work with non-profit entites that had major success as well as some that required financial improvement. I will bring financial guidance and business advising to this Charter. Additionally, I am a business owner and I have an understanding of best practices for how a business should be run and avenues for generating revenue.

SCHOOL MISSION AND PROGRAM

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

The charter aims to form a well rounded student, who is not only academically savy, but also goal oriented, and confident. This charter will provide the ability for the student to improve on their personal passions with focuses in leadership, performing arts, athletics and performance.

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

The charter will utilize project based learning with a Montessori blend. This requires the student to use critical thinking and will be assessed using a rubric.

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

A successful school will develop the child as a whole. Over time, in addition to improvement in academics, they should be more confident; growing not only as a student, but as a person. Students often respect their instructors as role models. Sometimes even more so than a parent. As such, educators hold some amount of responsibility to influence that child in a positive way that improves their life.

4. How will you know that the school is succeeding (or not) in its mission?

The Board will play an integral role in the direction of the charter. Through regular meetings with campus leadership, board members will make their own evaluations and have open discussion regarding charter policies and interactions with students.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The Board will directly oversee the Superintendent and leadership team. As discussed earlier, our job is to provide guidance regarding major decisions of the charter to assure that decisions support the mission statement. We will provide feedback to the Superintendent regarding campus performance, financial discussions, budget, staffing and the educational program.

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

My background is in finance. I have no doubt that the ideals and values of the board members and leadership staff are outstanding and have the best interests of the student base at heart. As such, my idea of measurable success is related to the financial performance of the charter. In the first year, I would like to see a break even scenario in the financial statements. This will require that the board and superintendent to work together to generate donation revenue to offset high startup costs.

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

In four years, I would like to see that many of the assets purchased at the charter's inception have been paid off and a positive income statement in years 2, 3 and 4. This charter has aspirations to open several campuses in the future. Payoff of these assets will free up capital to direct towards that goal and can be reinvested in the current campuses to benefit the student base.

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 provide tight and accurate guidance regarding budget and finance. Research will be done to determine near actual costs when determining budget. At least quarterly, financial statement review and discussion should take place between the board and accounting staff of the charter.

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?

Unethical behavior from a board member would immediately result in a meeting of the board and would be openly discussed and the appropriate action would be taken, including removal of the member from the charter school board.

DISCLOSURES

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

- Yes No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

Brody Burns is the owner of a martial arts studio which I attend.
John Lease is a long time friend.

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

- Yes No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

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

- Yes No, I/we do not know any such persons

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

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

- Yes No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

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

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

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

If yes, describe the precise nature of your relationship.

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

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

If yes, describe the precise nature of your relationship.

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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

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.

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, Travis M. 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 [Handwritten Signature] Date 12/2/2016

Verification

State of TX
County of Collin

On this day, Travis M. 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 2nd day of December, 2016

(Notary Public) [Handwritten Signature]
My commission expires January 31, 2019



Name of proposed charter school:

Name of sponsoring entity:

BACKGROUND

Full Legal Name:

Home Mailing Address:

Phone Number:

E-mail Address:

Business Name:

Business Mailing Address:

Phone Number:

E-Mail Address:

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:

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 the school that they are required to attend by public zoning. I believe in the Arete and Kaizen philosophy in allowing children to not only focus on their academics, but in expanding their exploration of the arts. 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 in a global environment. Students will be given amply opportunities to refine thier skills in 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 provide guidance and advise campus leadership in the best interest of the school. Board members will be a voting member in the direction and decisions of the 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.

Teaching for over 10 year in both a charter school and public school has enriched my educational background. My first hand experience of the advantages of a charter is, a charter bridges the gap between communities and academics 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 ten years in both a charter school and a public school. I have academic knowledge of the needs of the classroom, the curriculum, and the educational background of child development. I have a working knowledge of the school system and the importance of a positive climate and culture.

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 alignment with academic success. Arete and Kaizen encourage exploration of the arts through leadership/entrepreneurship, performing arts, athletics, and performance.

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

The schools education program will cover all the TEKS required by the stat of Texas in all academic subjects. Each campus's academics will be student centered with project based learning, blended with a Montessori learning style. Campuses will have specific focuses on leadership/ entrepreneurship, performing arts, athletics, and performance.

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

A successful school creates a well rounded child. With students who are self motivated in their individual learning, as teachers serve as the facilitators. Schools with a positive culture and climate with a safe learning environment for kids.

4. How will you know that the school is succeeding (or not) in its mission?

Success will be measured in academic progress. Students will be expected to maintain passing 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 an objective view of the overall mission and vision for the foundation. The board will hold the CEO/ Superintendent accountable for fulfilling the mission. The board will approve decisions regarding the budget, the hiring of staff members, and the evaluation of CEO. The board will also give balanced decisions on a variety of perspective in decision making.

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 schools success will be measured in a variety of ways. The majority of the students should be achieving at a successful rate, according to state and local standards measured by state assessments STARR. Enrollment should be rising. The school 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. Student enrollment should also be at a steady rise.

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 charter.
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. Giving opportunities 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.

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 777 N Interstate 35 East Service Rd, Red Oak, TX 75154, for six years as a teacher from Aug 2007 to 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 Ann Martinez Date 12/1/16

Verification

State of Texas

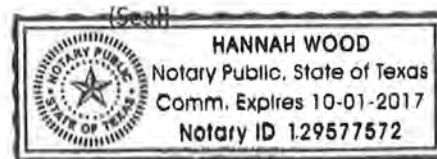
County of Dallas

On this day, Melissa 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 1 day of December, 2016.

(Notary Public) Hannah Wood

My commission expires 10/1/2017



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: [REDACTED]

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

It is our shared vision that the board will be responsible for governing and alignment of campus direction, in addition to the execution of the charter mission, devising key performance indicators that exhibit the Superintendent meeting the proposed initiatives. The Board will provide oversight in financials, budgets, staffing, and the overall educational program as well. The Board will also work collectively to adhere to the charter, while providing valuable perspectives in the decision-making process for governing the charter and the execution of the subsequent decisions.

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 schools, 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?

The school will focus on 3 different types of art as well as Project Based Learning in the Academic setting.

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

Leaders that see the vision 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 programming, quality 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 determination 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 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 students/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 the organizational management in the future. However, if I am contracted/paid for this service, I will resign from the 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 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.

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.

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, Luisa 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

Luisa Frias

Date

November 29, 2016

Verification

State of

Texas

County of

Dallas

On this day, Luisa 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

29 day of

November

2016

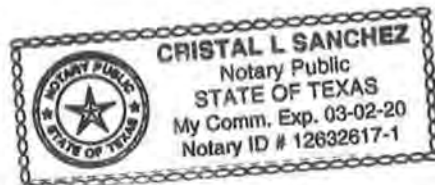
(Notary Public)

Cristal L Sanchez

(Seal)

My commission expires

3/2/20



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.

[The above Code of Ethics has been continued to be used from the Foundation's Charter School Application Generation 21 Submission.]

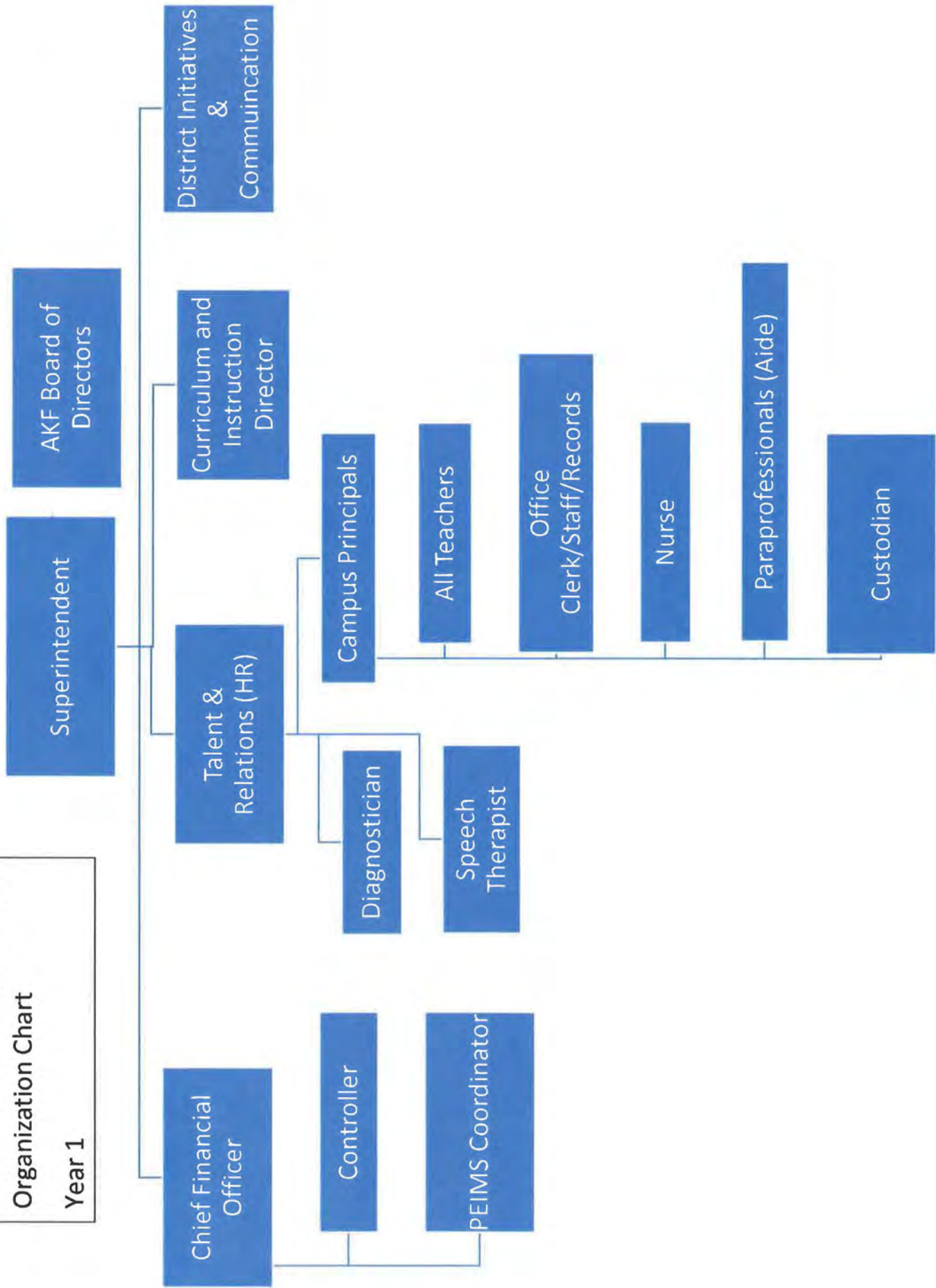
Provide the following:

Two organizational charts that show the school governance, management, and staffing structure in year one and at capacity.

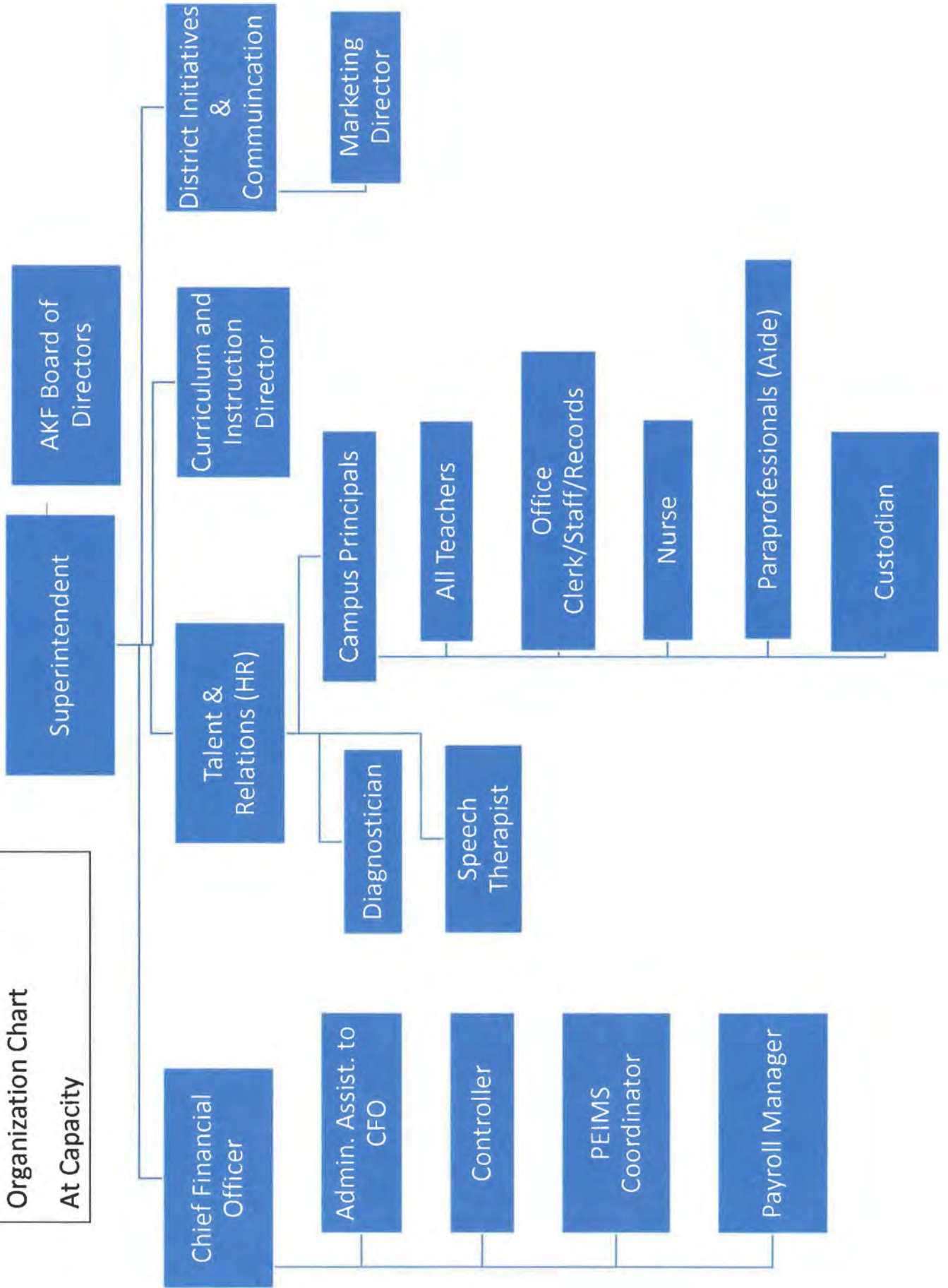
Each organizational chart should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organizational charts shall also document clear lines of authority and reporting within the school.

All positions listed on the organizational charts shall be noted on the Staffing Chart provided as Attachment O2 and have a corresponding Supplemental Human Resources Information Form submitted in Attachment O3.

Arête and Kaizen Foundation
 Organization Chart
 Year 1



Arête and Kaizen Foundation
Organization Chart
At Capacity



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 Academies

Name of Sponsoring Entity: Arête and Kaizen Foundation

Staff	Year 1	Year 2	Year 3	Year 4	Year 5
ELEMENTARY SCHOOL CAMPUS STAFF					
Principal	1.5	1.5	1.5	1.5	1.5
Assistant Principal					
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)	18	18	18	19	19
Classroom Teachers (Specials)	4	4	4	4	4
Speech Therapist	0.5	0.5	0.5	0.5	0.5
Diagnostician	0.5	0.5	0.5	0.5	0.5
Special Education Teacher	1.5	1.5	1.5	1.5	1.5
Nurse	0.5	0.5	0.5	0.5	0.5
Teacher Aides and Assistants	18	18	18	18	18
Campus Operations Support Staff	3	3	3	3	3
Total FTEs at elementary campus(es)	47.5	47.5	47.5	48.5	48.5

MIDDLE SCHOOL CAMPUS STAFF					
Principal	1.5	1.5	1.5	1.5	1.5
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)	18	18	18	19	19
Classroom Teachers (Specials)	5	5	5	5	5
Speech Therapist	0.5	0.5	0.5	0.5	0.5
Diagnostician	0.5	0.5	0.5	0.5	0.5
Special Education Teacher	1.5	1.5	1.5	1.5	1.5
Nurse	0.5	0.5	0.5	0.5	0.5
Teacher Aides and Assistants	18	18	18	18	18
Campus Operations Support Staff	3	3	3	3	3
Total FTEs at middle school campus(es)	48.5	48.5	48.5	49.5	49.5

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	96	96	96	98	98

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 01* and on the staffing chart submitted in *Attachment 02*.

Name of Proposed Charter School: Arete and Kaizen Academy

Name of sponsoring entity: Arete and Kaizen Foundation

Position: CEO/Superintendent

Reports to: Charter Holder Board of Directors

Salary Range: 125,000-162,000

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

No remuneration

Proposed Location (City and County): Richardson, Plano, Wylie

Number of Students anticipated in year one: 900 In year five: 1,110

Minimum Qualifications Required:

Education Required: At minimum a doctoral degree

Experience Required: At least 5 years teaching and 3 years administrative experience.

Certification Required: licensed educator and superintendent's certification

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

Name of District	CDN	Located in (City)	# of Students	Salary Range
Boles ISD	116916	Boles	505	116,235-120,750
Mesquite ISD	057914	Mesquite	14,500	134,847-150,457
Blue Ridge ISD	43917	Blue Ridge	719	113,557-140,897

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Name of Proposed Charter School: Arete and Kaizen Academy

Name of Sponsoring Entity: Arete and Kaizen Foundation

Position: CEO/Superintendent

Reports to: Charter Holder Board of Directors

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

1. Plans of organization, educational programs and services are developed and maintained for the Board.
2. See to the execution of all decisions of the Board
3. Development of specific administrative procedures and programs to promote vision of the Foundation.
4. Develop and recommend to the Board objectives of the educational system
5. Maintain records, financial accounts, business, property records, and educational records.
6. Responsibly for all campus facility operations, student's educational program, and Academy success
7. Must maintain an active Superintendent License governed by the Texas Education Agency
8. Provide guidance, oversight, direction, and focus decisions in accordance with the Foundation's mission
9. Consult with Executive Board on obstacles to the mission of the Foundation or Academy Growth.
10. All other duties as assigned by the Executive Board.

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.

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Name of Proposed Charter School: Arete and Kaizen Academy

Name of sponsoring entity: Arete and Kaizen Foundation

Position: Chief Financial Officer

Reports to: Superintendent

Salary Range: 90,000-117,000

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

no remuneration

Proposed Location (City and County): Richardson, Wylie, Plano

Number of Students anticipated in year one: 900 In year five: 1,110

Minimum Qualifications Required:

Education Required: Minimum Bachelor's Degree

Experience Required: Financial experience - preferably in Educational Setting

Certification Required: None

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	14,500	102,140-120,919
Mesquite ISD	057914	Mesquite	40,839	99,992-117,900
Sherman ISD	091906	Sherman	7,149	97,460-111,980

Name of Proposed Charter School: Arete and Kaizen Academy

Name of Sponsoring Entity: Arete and Kaizen Foundation

Position: Chief Financial Officer

Reports to: Superintendent

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

1. Direct the development of the annual operating budget including assisting schools and department
2. Monitor budget to actual comparisons throughout the year and recommend adjustments as necessary.
3. Analyze spending patterns on both inter- and intra- district basis and make recommendations to save.
4. Direct the District's Payroll functions.
5. Evaluate District's cash management and investment practices/policies to assure compliance.
6. Direct gathering, reviewing, editing and reporting financial data through PEIMS.
7. Evaluate business systems and controls, and recommend improvements in their design, implementation.
8. Review program of all funds and assist District's independent auditor in conducting the annual audit.
9. Develop and implement training options and improvement plans to ensure exemplary business operation
10. Perform all other tasks and duties as assigned

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: Arete and Kaizen Academy

Name of sponsoring entity: Arete and Kaizen Foundation

Position: Talent and Relations (HR)

Reports to: Superintendent

Salary Range: 90,000-117,000

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

no remuneration

Proposed Location (City and County): Richardson, Plano, Wylie

Number of Students anticipated in year one: 900 In year five: 1,100

Minimum Qualifications Required:

Education Required: Bachelor's Degree
Masters Degree and/or Doctoral Degree

Experience Required: At least 10 years in education and administration

Certification Required: Principal Certification or Equivalent

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	14,500	121,000-148,000
Mesquite ISD	057914	Mesquite	40,839	98,000-127,000
Sherman ISD	091906	Sherman	7,149	93,000-110,000

Name of Proposed Charter School: Arete and Kaizen Academy

Name of Sponsoring Entity: Arete and Kaizen Foundation

Position: Talent and Relations (HR)

Reports to: Superintendent

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

1. Develop recruitment and retention strategies for district personnel
2. Develop and implement a screening and selection process for all employees
3. Work with principals and other administrators to forecast staffing needs and develop staffing plans
4. Ensure that all teachers are highly qualified
5. Administer and oversee orientation programs for new employees
6. Administer employment contracts and supervise contract renewals and nonrenewals
7. Assist supervisory personnel in conducting due-process procedures
8. Evaluate job performance of department staff to ensure effectiveness
9. Provide training and development for department staf
10. Attend board meetings regularly and make presentations to the board

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. If none, please state N/A.

Proposed Location (City and County):

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

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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

Name of District	CDN	Located in (City)	# of Students	Salary Range
<input type="text" value="Wylie ISD"/>	<input type="text" value="043914"/>	<input type="text" value="Wylie"/>	<input type="text" value="14,500"/>	<input type="text" value="122,803-141-582"/>
<input type="text" value="Mesquite"/>	<input type="text" value="057914"/>	<input type="text" value="Mesquite"/>	<input type="text" value="40,839"/>	<input type="text" value="124,698-143,402"/>
<input type="text" value="Sherman"/>	<input type="text" value="091906"/>	<input type="text" value="Sherman"/>	<input type="text" value="7,149"/>	<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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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: Arete and Kaizen Academy

Name of sponsoring entity: Arete and Kaizen Foundation

Position: Curriculum and Instruction Director

Reports to: Superintendent

Salary Range: 80,000-104,000

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

no remuneration

Proposed Location (City and County): Richardson, Wylie Plano

Number of Students anticipated in year one: 900 In year five: 1,100

Minimum Qualifications Required:

Education Required: Bachelor's Degree
Master's Degree

Experience Required: At least 5 years classroom teaching experience

Certification Required: Classroom Teacher Certification

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

Name of District	CDN	Located in (City)	# of Students	Salary Range
Wylie ISD	043914	Wylie	14,500	75,000-100,000
Mesquite ISD	057914	Mesquite	40,839	80,000-110,000
Sherman ISD	091906	Sherman	7,149	70,000-95,000

Name of Proposed Charter School: Arete and Kaizen Academy

Name of Sponsoring Entity: Arete and Kaizen Foundation

Position: Curriculum and Instruction Director

Reports to: Superintendent

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

1. Analyze and use data to provide professional development and allocation of resources for instruction.
2. Evaluate programs effectiveness to student needs and provide guidance to campus leadership.
3. Supervise and monitor campus leadership, provide professional development, train teachers.
4. Provide assistance and support to campus leadership of operational and instructional systems
5. Directs the planning, development, field-testing, and evaluation of curriculum
6. Supervises development of instructional guidelines, policies, regulations, and official memos/directives.
7. Interprets statutes and regulations for staff and community
8. Interprets statutes and regulations for staff and community
9. Maintains broad knowledge of best practices for leadership and current trends in curriculum/instruction.
10. Perform all other duties as assigned

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. If none, please state N/A.

Proposed Location (City and County):

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

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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

Name of District	CDN	Located in (City)	# of Students	Salary Range
<input type="text" value="Wylie ISD"/>	<input type="text" value="043914"/>	<input type="text" value="Wylie"/>	<input type="text" value="14,500"/>	<input type="text" value="80,140-120,370"/>
<input type="text" value="Mesquite ISD"/>	<input type="text" value="057914"/>	<input type="text" value="Mesquite"/>	<input type="text" value="40,839"/>	<input type="text" value="84,600-122,400"/>
<input type="text" value="Sherman ISD"/>	<input type="text" value="091906"/>	<input type="text" value="Sherman"/>	<input type="text" value="7,149"/>	<input type="text" value="85,000-125,700"/>

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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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: Arete and Kaizen Academy

Name of sponsoring entity: Arete and Kaizen Foundation

Position: Controller

Reports to: CFO

Salary Range: 65,000-84,500

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

no remuneration

Proposed Location (City and County): Richardson, Wylie, Plano

Number of Students anticipated in year one: 900 In year five: 1,110

Minimum Qualifications Required:

Education Required: Associates of Arts and Sciences

Experience Required: Minimum of 5 years in administrative office experience in an educational setting

Certification Required: no certifications 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	14,500	45,000-60,000
Mesquite ISD	057914	Mesquite	40,839	50,000-65,000
Sherman ISD	091906	Sherman	7,149	40,000-60,000

Name of Proposed Charter School: Arete and Kaizen Academy

Name of Sponsoring Entity: Arete and Kaizen Foundation

Position: Controller

Reports to: CFO

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

1. Maintain all records for the campuses
2. Report student data changes into the computer system
3. Primarily responsible for data entry of student enrollment
4. Answer incoming calls and questions regarding enrollment
5. Assume confidentiality of all student enrollment information
6. Maintain inventory of enrollment office
7. Maintain files pertinent to the enrollment office
8. Assist parents in the enrollment process
9. Perform all other duties as assigned and authorized
- 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: Arete and Kaizen Academy

Name of sponsoring entity: Arete and Kaizen Foundation

Position: PEIMS Coordinator

Reports to: CFO

Salary Range: 65,000-84,500

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

no remuneration

Proposed Location (City and County): Richardson, Plano, Wylie

Number of Students anticipated in year one: 900 In year five: 1,110

Minimum Qualifications Required:

Education Required: Associates of ARts and Sciences

Experience Required: Minimum of 5 years in PEIMS administrative office experience in an educational setting

Certification Required: no certifications

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	14,500	45,000-50,000
Mesquite ISD	057914	Mesquite	40,839	50,000-65,000
Sherman ISD	091906	Sherman	7,149	45,000-55,000

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Name of Proposed Charter School: Arete and Kaizen Academy

Name of Sponsoring Entity: Arete and Kaizen Foundation

Position: PEIMS Coordinator

Reports to: CFO

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

1. Collect and enter PEIMS data into established database and verify accuracy of according to procedures
2. Prepare and print attendance reports, grades, class or personnel rosters, end-of-semester reports
3. Maintain physical and computerized PEIMS records
4. Keep reports accurate and organized
5. Adhere to TEA snapshot guidelines and schedule
6. Work collaboratively with Controller in maintaining accurate student records
7. Answer phone calls and questions pertinent to PEIMS data
8. All other duties as assigned and authorized
- 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: Arete and Kaizen Academy

Name of sponsoring entity: Arete and Kaizen Foundation

Position: Diagnostician

Reports to: Talent and Relations (HR)

Salary Range: 50,000-65,000

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

no remuneration

Proposed Location (City and County): Richardson, Plano, Wylie

Number of Students anticipated in year one: 900 In year five: 1,100

Minimum Qualifications Required:

Education Required: Bachelors Degree
Masters Degree in Educational Assessment

Experience Required: no experience required

Certification Required: Educational Diagnostician Certification

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

Name of District	CDN	Located in (City)	# of Students	Salary Range
Wylie ISD	043914	Wylie	14,500	45,000-60,000
Mesquite ISD	057914	Mesquite	40,839	50,000-65,000
Sherman ISD	091906	Sherman	7,149	40,000-55,000

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Name of Proposed Charter School: Arete and Kaizen Academy

Name of Sponsoring Entity: Arete and Kaizen Foundation

Position: Diagnostician

Reports to: Talent and Relations (HR)

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

1. Receive student referrals and implement the assessment and evaluation process

2. Select and administer assessments to determine student eligibility for special education

3. Collect and organize relevant assessment data

4. Conduct interviews to ascertain student assessment

5. Participate in the Admission, Review, and Dismissal (ARD) Committee

6. Consult parents concerning the educational needs of students and interpretation of assessment data

7. Comply with policies given by federal and state law, State Board of Education rule, and Foundation

8.

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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: Arete and Kaizen Academy

Name of sponsoring entity: Arete and Kaizen Foundation

Position: Speech Therapist

Reports to: Talent and Relations (HR)

Salary Range: 50,000-65,000

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

no remuneration

Proposed Location (City and County): Richardson, Plano, Wylie

Number of Students anticipated in year one: 900 In year five: 1,100

Minimum Qualifications Required:

Education Required: Bachelor's Degree
Master's Degree in Speech Language Pathology (SLP)

Experience Required: no experience required

Certification Required: Valid Certification in SLP

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	14,500	48,000-53,000
Mesquite ISD	057914	Mesquite	40,839	52,000-55,000
Sherman ISD	091906	Sherman	7,149	42,000-44,000

239

Name of Proposed Charter School: Arete and Kaizen Academy

Name of Sponsoring Entity: Arete and Kaizen Foundation

Position: Speech Therapist

Reports to: Talent and Relations (HR)

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

1. Plan and provide appropriate individual and group therapy consistent with speech and language goals

2. Provide therapy according to the student's Individual Educational Plan IEP

3. Conduct evaluations to assess students with speech or language disorders and conditions

4. Participate in the Admission, Review, and Dismissal (ARD) Committee

5. Compile, maintain, and file all physical and computerized reports, records, and other required documents

6. Comply with policies established by federal and state laws, State Board of Education rule, and board policy

7. Comply with all district and campus routines and regulations

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: Arete and Kaizen Academy

Name of sponsoring entity: Arete and Kaizen Foundation

Position: Principal

Reports to: Talent and Relations (HR)

Salary Range: 75,000-97,500

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

no remuneration

Proposed Location (City and County): Richardson, Plano, Wylie

Number of Students anticipated in year one: 900 In year five: 1,100

Minimum Qualifications Required:

Education Required: Bachelor's Degree and Masters Degree

Experience Required: Minimum of 5 years teaching experience

Certification Required: Educator and Administrator Certification

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

Name of District	CDN	Located in (City)	# of Students	Salary Range
Wylie ISD	043914	Wylie	14,500	75,000-89,000
Mesquite ISD	057914	Mesquite	40,839	73,000-89,000
Sherman ISD	091906	Sherman	7,149	60,000-72,000

241

Name of Proposed Charter School: Arete and Kaizen Academy

Name of Sponsoring Entity: Arete and Kaizen Foundation

Position: Principal

Reports to: Talent and Relations (HR)

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

1. Ensures a clear, focused understanding of the district/campus mission for all students.
2. Effectively interviews, selects and orients new staff; makes sound recommendations.
3. Meets the campus staffing diversity goals for assigned area of responsibility.
4. Identifies low performing teachers to develop and grow, or documents to recommend dismissal.
5. Clearly defines expectations for staff performance regarding instructional strategies, classroom manag.
6. Budgets and allocates resources such as money, time, facilitates, volunteers, and technology.
7. Uses skills to resolve problems and make decisions necessary to improve the school's operations.
8. Monitors classroom performance of all teachers on a regular basis offering pathways to improve students
9. Perform other duties as assigned.
- 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: Arete and Kaizen Academy

Name of sponsoring entity: Arete and Kaizen Foundation

Position: Teacher

Reports to: Principal

Salary Range: 42,000-54,000

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

no remuneration

Proposed Location (City and County): Richardson, Plano, Wylie

Number of Students anticipated in year one: 900 In year five: 1,100

Minimum Qualifications Required:

Education Required: Bachelor's Degree

Experience Required: None

Certification Required: None, However teachers who are applying for bilingual or Special Education positions must have those certifications

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	14,500	49,000-51,000
Mesquite ISD	057914	Mesquite	40,839	50,000-53,000
Sherman ISD	091906	Sherman	7,149	43,000-45,000

Name of Proposed Charter School: Arete and Kaizen Academy

Name of Sponsoring Entity: Arete and Kaizen Foundation

Position: Teacher

Reports to: Principal

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

1. Develop and implement lesson plans that fulfill requirements of the district's curriculum program.
2. Continually evaluate and record various aspects of students' progress and report to parents.
3. Provide a variety of planned learning experiences using a variety projects, technology, and relevance.
4. Establish efficient classroom management procedures.
5. Keep accurate records of student information; compile, maintain, and file all reports, records, etc.
6. Show a passion for teaching, student learning, and the successes that come from both.
7. Role model attendance, respect, and use methods to build appropriate relationship with students.
8. Demonstrated knowledge of various routine tasks, duties, and procedures and the ability to follow dir.
9. Attend scheduled department workshops to maintain current knowledge of systems
10. Perform all other duties as assigned

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: Arete and Kaizen Academy

Name of sponsoring entity: Arete and Kaizen Foundation

Position: Office Staff

Reports to: Principal

Salary Range: 22,000-28,000

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

no remuneration

Proposed Location (City and County): Richardson, Plano, Wylie

Number of Students anticipated in year one: 900 In year five: 1,100

Minimum Qualifications Required:

Education Required: High School Diploma

Experience Required: None

Certification Required: None

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	14,500	19,000-24,000
Mesquite ISD	057914	Mesquite	40,839	20,000-24,000
Sherman ISD	091906	Sherman	7,149	18,000-22,000

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Name of Proposed Charter School: Arete and Kaizen Academy

Name of Sponsoring Entity: Arete and Kaizen Foundation

Position: Office Staff

Reports to: Principal

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

1. Collect all data required to maintain systems supporting transcripts, grade reporting, rank-in-class, etc.
2. Understand and correctly use computer for systems supported including data transmission and database
3. Verify the accuracy of all processed data, recognize discrepancies, and take corrective action in support.
4. Understand and interpret student database products and their uses.
5. Communicate and work with other offices within the building, school district, and other school districts.
6. Plan and schedule tasks, taking into consideration school priorities and the departmental calendar.
7. Implement, and maintain a manual recordkeeping system for documentation of systems supported
8. Attend scheduled department workshops to maintain current knowledge of systems
9. Perform all other duties as assigned
- 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: Arete and Kaizen Academy

Name of sponsoring entity: Arete and Kaizen Foundation

Position: Nurse

Reports to: Principal

Salary Range: 54,000-70,000

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

No remuneration

Proposed Location (City and County): Richardson, Plano, and Wylie

Number of Students anticipated in year one: 900 In year five: 1,100

Minimum Qualifications Required:

Education Required: Bachelor's Degree

Experience Required: None

Certification Required: Registered Nurse

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	14,500	25,000-30,000
Mesquite ISD	057914	Mesquite	40,839	50,000-52,000
Sherman ISD	091906	Sherman	7,149	43,000-45,000

Name of Proposed Charter School: Arete and Kaizen Academy

Name of Sponsoring Entity: Arete and Kaizen Foundation

Position: Nurse

Reports to: Principal

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

1. Works within framewrok of the school health program to provide health needs of all students.
2. Provide direct health care to students who become ill or injured
3. Refer students, as appropriate, to primary health care provider or community resources.
4. Eliminate or minimize health problems, which impair learning.
5. Establishes safe systems of medication administration with proper documentation.
6. Provides referrals to appropriate health care provider for abnormal results on state mandated screening.
7. Provides referrals to appropriate health care provider for abnormal results on state mandated screening.
8. Communicates effectively with colleagues, students and parents.
9. Assists with disease prevention and outbreak-management within the school.
10. Maintains an orderly, clean, safe and properly supplied clinic.

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. If none, please state N/A.

Proposed Location (City and County):

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

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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

Name of District	CDN	Located in (City)	# of Students	Salary Range
<input type="text" value="Wylie ISD"/>	<input type="text" value="043914"/>	<input type="text" value="Wylie"/>	<input type="text" value="14,500"/>	<input type="text" value="22,100-27,900"/>
<input type="text" value="Mesquite"/>	<input type="text" value="057914"/>	<input type="text" value="Mesquite"/>	<input type="text" value="40,839"/>	<input type="text" value="24,600-30,400"/>
<input type="text" value="Sherman"/>	<input type="text" value="091906"/>	<input type="text" value="Sherman"/>	<input type="text" value="7,149"/>	<input type="text" value="23,200-27,600"/>

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Name of Proposed Charter School:

Arête and Kaizen Academy

Name of Sponsoring Entity:

Arête and Kaizen Foundation

Position:

Paraprofessionals (Aide)

Reports to:

Principal

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

1. Reinforce lessons presented by the teacher by reviewing material with students

2. Enforce school and classroom rules to help teach students proper behavior

3. Help teachers with record keeping such as tracking attendance and calculating grades

4. Helps teachers prepare for lessons by setting up equipment such as computers or science labs

5. Requires extensive lifting, climbing, carrying and bending

6. Performs other duties as needed

7. Supervise students during class, between classes, during lunch and recess and on field trips

8. Perform other duties as necessary

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. If none, please state N/A.

Proposed Location (City and County):

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

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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

Name of District	CDN	Located in (City)	# of Students	Salary Range
<input type="text" value="Wylie ISD"/>	<input type="text" value="043914"/>	<input type="text" value="Wylie"/>	<input type="text" value="14,500"/>	<input type="text" value="25,000-29,300"/>
<input type="text" value="Mesquite"/>	<input type="text" value="057914"/>	<input type="text" value="Mesquite"/>	<input type="text" value="40,839"/>	<input type="text" value="24,600-31,600"/>
<input type="text" value="Sherman"/>	<input type="text" value="091906"/>	<input type="text" value="Sherman"/>	<input type="text" value="7,149"/>	<input type="text" value="22,000-25,400"/>

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.

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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: Arete and Kaizen Academy

Name of sponsoring entity: Arete and Kaizen Foundation

Position: Controller

Reports to: CFO

Salary Range: 65,000-84,500

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

no remuneration

Proposed Location (City and County): Richardson, Wylie, Plano

Number of Students anticipated in year one: 900 In year five: 1,110

Minimum Qualifications Required:

Education Required: Associates of Arts and Sciences

Experience Required: Minimum of 5 years in administrative office experience in an educational setting

Certification Required: no certifications 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	14,500	45,000
Mesquite ISD	057914	Mesquite	40,839	50,000
Sherman ISD	091906	Sherman	7,149	40,000

Name of Proposed Charter School: Arete and Kaizen Academy

Name of Sponsoring Entity: Arete and Kaizen Foundation

Position: Controller

Reports to: CFO

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

1. Maintain all records for the campuses
2. Report student data changes into the computer system
3. Primarily responsible for data entry of student enrollment
4. Answer incoming calls and questions regarding enrollment
5. Assume confidentiality of all student enrollment information
6. Maintain inventory of enrollment office
7. Maintain files pertinent to the enrollment office
8. Assist parents in the enrollment process
9. Perform all other duties as assigned and authorized
- 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: Arete and Kaizen Academy

Name of sponsoring entity: Arete and Kaizen Foundation

Position: Administrative Assistant to CFO

Reports to: CFO

Salary Range: 60,000

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

no remuneration

Proposed Location (City and County): Richardson, Wylie, Plano

Number of Students anticipated in year one: 900 In year five: 1,110

Minimum Qualifications Required:

Education Required: Associates of Arts and Sciences

Experience Required: Minimum of 3 years in administrative office experience in an educational setting

Certification Required: no certifications 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	45,000
Mesquite ISD	057914	Mesquite	600	50,000
Sherman ISD	091906	Sherman	400	40,000

Name of Proposed Charter School: Arete and Kaizen Academy

Name of Sponsoring Entity: Arete and Kaizen Foundation

Position: Administrative Assistant to CFO

Reports to: CFO

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

1. Answer phones for the CFO
2. Create daily, weekly, monthly, and yearly schedule
3. Keep accurate financial records and assist CFO with calculations
4. Prepare, organize, and file financial documentation
5. Assume confidentiality of all financial documentation
6. Maintain inventory of supplies in the CFO office
7. Monitor budgets, maintain accurate records, prepare contracts, purchase orders, payment authorizations
8. invoices and review budget balances and processes
9. Perform all other duties as assigned and authorized
- 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: Arete and Kaizen Academy

Name of sponsoring entity: Arete and Kaizen Foundation

Position: CEO/Superintendent

Reports to: Charter Holder Board of Directors

Salary Range: 125,000-162,000

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

No remuneration

Proposed Location (City and County): Richardson, Plano, Wylie

Number of Students anticipated in year one: 900 In year five: 1,110

Minimum Qualifications Required:

Education Required: At minimum a doctoral degree

Experience Required: At least 5 years teaching and 3 years administrative experience.

Certification Required: licensed educator and superintendent's certification

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

Name of District	CDN	Located in (City)	# of Students	Salary Range
Boles ISD	116916	Boles	505	116,235
Mesquite ISD	057914	Mesquite	14,500	134,847
Blue Ridge ISD	43917	Blue Ridge	719	113,557

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Name of Proposed Charter School: Arete and Kaizen Academy

Name of Sponsoring Entity: Arete and Kaizen Foundation

Position: CEO/Superintendent

Reports to: Charter Holder Board of Directors

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

1. Plans of organization, educational programs and services are developed and maintained for the Board.
2. See to the execution of all decisions of the Board
3. Development of specific administrative procedures and programs to promote vision of the Foundation.
4. Develop and recommend to the Board objectives of the educational system
5. Maintain records, financial accounts, business, property records, and educational records.
6. Responsibly for all campus facility operations, student's educational program, and Academy success
7. Must maintain an active Superintendent License governed by the Texas Education Agency
8. Provide guidance, oversight, direction, and focus decisions in accordance with the Foundation's mission
9. Consult with Executive Board on obstacles to the mission of the Foundation or Academy Growth.
10. All other duties as assigned by the Executive Board.

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: Arete and Kaizen Acaemy

Name of sponsoring entity: Arete and Kaizen Foundation

Position: Payroll Manager

Reports to: CFO

Salary Range: 60,000-78,000

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

no remuneration

Proposed Location (City and County): Richardson, Plano, Wylie

Number of Students anticipated in year one: 900 In year five: 1,100

Minimum Qualifications Required:

Education Required: Bachelor's Degree

Experience Required: At least 3 years experience in payroll in the educational realm

Certification Required: no certification

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

Name of District	CDN	Located in (City)	# of Students	Salary Range
Wylie ISD	043914	Wylie	14,500	38,000
Mesquite ISD	057914	Mesquite	40,839	44,000
Sherman ISD	091906	Sherman	7,149	30,000

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Name of Proposed Charter School: Arete and Kaizen Acaemy

Name of Sponsoring Entity: Arete and Kaizen Foundation

Position: Payroll Manager

Reports to: CFO

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

1. Process and control payroll preparation and production
2. Develop and implement payroll procedures to ensure timely processing of payroll
3. Calculate employee wages, salaries, hours worked, and overtime pay
4. Prepare paychecks and maintain employee payroll history
5. Balance payroll earnings and deductions; make related transfers of funds and deposits
6. Receive and audit time sheets for all district employees
7. Process and resolve direct deposit and other banking interactions
8. Prepare and submit reports and forms including those required by IRS, TRS, TWC, FICA, and Mediacare
9. Prepare and post payroll changes, ie. payroll deductions, salary changes, termination, and new employees
10. All other payroll duties as assigned

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: Arete and Kaizen Academy

Name of sponsoring entity: Arete and Kaizen Foundation

Position: Diagnostician

Reports to: Talent and Relations (HR)

Salary Range: 50,000-65,000

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

no remuneration

Proposed Location (City and County): Richardson, Plano, Wylie

Number of Students anticipated in year one: 900 In year five: 1,100

Minimum Qualifications Required:

Education Required: Bachelors Degree
Masters Degree in Educational Assessment

Experience Required: no experience required

Certification Required: Educational Diagnostician Certification

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

Name of District	CDN	Located in (City)	# of Students	Salary Range
Wylie ISD	043914	Wylie	14,500	45,000
Mesquite ISD	057914	Mesquite	40,839	50,000
Sherman ISD	091906	Sherman	7,149	40000

Name of Proposed Charter School: Arete and Kaizen Academy

Name of Sponsoring Entity: Arete and Kaizen Foundation

Position: Diagnostician

Reports to: Talent and Relations (HR)

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

1. Receive student referrals and implement the assessment and evaluation process

2. Select and administer assessments to determine student eligibility for special education

3. Collect and organize relevant assessment data

4. Conduct interviews to ascertain student assessment

5. Participate in the Admission, Review, and Dismissal (ARD) Committee

6. Consult parents concerning the educational needs of students and interpretation of assessment data

7. Comply with policies given by federal and state law, State Board of Education rule, and Foundation

8.

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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: Arete and Kaizen Academy

Name of sponsoring entity: Arete and Kaizen Foundation

Position: Speech Therapist

Reports to: Talent and Relations (HR)

Salary Range: 50,000-65,000

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

no remuneration

Proposed Location (City and County): Richardson, Plano, Wylie

Number of Students anticipated in year one: 900 In year five: 1,100

Minimum Qualifications Required:

Education Required: Bachelor's Degree
Master's Degree in Speech Language Pathology (SLP)

Experience Required: no experience required

Certification Required: Valid Certification in SLP

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	14,500	48,000
Mesquite ISD	057914	Mesquite	40,839	52,000
Sherman ISD	091906	Sherman	7,149	42,000

Name of Proposed Charter School: Arete and Kaizen Academy

Name of Sponsoring Entity: Arete and Kaizen Foundation

Position: Speech Therapist

Reports to: Talent and Relations (HR)

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

1. Plan and provide appropriate individual and group therapy consistent with speech and language goals
2. Provide therapy according to the student's Individual Educational Plan IEP
3. Conduct evaluations to assess students with speech or language disorders and conditions
4. Participate in the Admission, Review, and Dismissal (ARD) Committee
5. Compile, maintain, and file all physical and computerized reports, records, and other required documents
6. Comply with policies established by federal and state laws, State Board of Education rule, and board polic
7. Comply with all district and campus routines and regulations
- 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: Arete and Kaizen Academy

Name of sponsoring entity: Arete and Kaizen Foundation

Position: PEIMS Coordinator

Reports to: CFO

Salary Range: 65,000-84,500

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

no remuneration

Proposed Location (City and County): Richardson, Plano, Wylie

Number of Students anticipated in year one: 900 In year five: 1,110

Minimum Qualifications Required:

Education Required: Associates of ARts and Sciences

Experience Required: Minimum of 5 years in PEIMS administrative office experience in an educational setting

Certification Required: no certifications

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	14,500	45,000
Mesquite ISD	057914	Mesquite	40,839	50,000
Sherman ISD	091906	Sherman	7,149	20,000

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Name of Proposed Charter School: Arete and Kaizen Academy

Name of Sponsoring Entity: Arete and Kaizen Foundation

Position: PEIMS Coordinator

Reports to: CFO

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

1. Collect and enter PEIMS data into established database and verify accuracy of according to procedures
2. Prepare and print attendance reports, grades, class or personnel rosters, end-of-semester reports
3. Maintain physical and computerized PEIMS records
4. Keep reports accurate and organized
5. Adhere to TEA snapshot guidelines and schedule
6. Work collaboratively with Controller in maintaining accurate student records
7. Answer phone calls and questions pertinent to PEIMS data
8. All other duties as assigned and authorized
- 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.

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Provide the following:

The state performance data from all applicable states for all charter schools currently operated.

Provide the following:

Annual Financial and Business Plans for the last two years and any current business plan for the organization.

Provide the following:

In addition to the information provided in Attachment OS2- *Financial and Business Plans*, provide for the organization as a whole and any related business entities:

- a. The last three years of independent financial audit reports and management letters; and
- b. The most recent internal financial statements, including balance sheets and income statements.

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

Provide the following:

Identify any current or past litigation, including arbitration proceedings, per school, that has involved the organization or any schools it operates.

If applicable, provide:

- a. The complaint;
- B. Response; and
- C. Judgement (or result of arbitration)

OPEN-ENROLLMENT CHARTER SCHOOL APPLICATION
Generation Twenty-Two
Special Assurances Document

Sponsoring Entity: Arête and Kaizen Foundation

Proposed Charter School Name: Arête and Kaizen Academies

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

BLB 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.

BLB 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

BLB 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

BLB 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

BLB 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

BLB 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

BLB 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 Academies

VII. Admission and Enrollment

- BCB 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.
- BCB 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.
- BCB 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.
- BCB The proposed charter holder assures that no student auditions will be required prior to enrollment and admission at the charter school unless the charter is originally approved by the commissioner of education as a performing arts school with an audition component or the charter is amended by the commissioner of education to designate the school a performing arts school with an audition component.
- BCB The proposed charter holder understands that a student may be ineligible for enrollment at a charter school based on a history of a criminal offense, a juvenile court adjudication, or discipline problems under Texas Education Code (TEC), Chapter 37, Subchapter A, only if the enrollment prohibition is specifically approved by the commissioner of education when the charter is awarded, or if the charter is amended by the commissioner of education to allow this enrollment prohibition. It must be noted that the enrollment prohibition is not allowed for any prior discipline problems, but only those specified in TEC, Chapter 37, Subchapter A.

VIII. Public Meeting(s)

- BCB The proposed charter holder assures that a public meeting will be held, in accordance with the requirements outlined in Attachment A2 of this application, for each approved campus opened after Year 1, at least 6 months prior to opening that campus. The proposed charter holder further assures that such meetings will be held within the city of the proposed campus address.

IX. Withdrawal and Expulsion

- BCB The proposed charter holder assures that it understands that only the parent or guardian may withdraw a student from the charter school, and the only time charter administrators may withdraw a student and use administrative withdrawal as the leaver code is in the rare instances when:
- a student is withdrawn by the charter school because the charter school discovers, when verifying enrollment information, that the student was not a resident of the district at the time of enrollment;
 - the charter school discovers that the student has falsified enrollment information;
 - proof of identification is not provided; or
 - immunization records are not provided within 30 days of enrollment.
- BCB The proposed charter holder understands that a student who fails to comply with the charter school's student code of conduct may not be administratively withdrawn. If a student commits an expellable offense, as outlined in the student code of conduct, the charter holder further understands that charter administrators may expel the student only after due process has been afforded the student, and the charter holder board has determined that expulsion is the appropriate consequence.

Sponsoring Entity: Arête and Kaizen Foundation

Proposed Charter School Name: Arête and Kaizen Academies

BCB 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).

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

X. Federal and State Funding

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

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

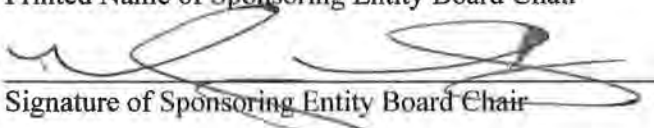
BCB The proposed charter holder understands that upon receipt of its first federally funded grant from TEA, "specific conditions" will be imposed upon it, including requirement to participate in training and technical assistance provided by the Department of Grants and Federal Fiscal Compliance. The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

XI. Required Disclosure

BCB 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 COLE BURNS
Printed Name of Sponsoring Entity Board Chair


Signature of Sponsoring Entity Board Chair

12/4/2016
Date