

Proposed Charter School Name: Academe NEXUS

Sponsoring Entity: Wax Track Gallery International

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Applicant Checklist

Sections	Required Elements	Complete (yes/no)
Applicant Checklist	Applicant Checklist	yes
Applicant Cover Sheet	Applicant Cover Sheet	yes
School Overview	Executive Summary	yes
	Targeted Community and Anticipated Student Population <ul style="list-style-type: none"> • Geographic Boundaries • Enrollment Projections • Demographic Projections 	yes
	Community Engagement	yes
School Design	Mission, Vision, and Overview of School Design	yes
	Curriculum and Instruction	yes
	Strategies for Assessment of Learning and Data-Driven Instruction	yes
	Supports for Special Populations	yes
	School Culture and Safety	yes
	Promotion and Graduation Requirements	yes
	Family and Community Engagement	yes
Leadership and Governance	Board Structure and Qualifications	yes
	Proposed Superintendent Qualifications	yes
	Proposed Instructional Leadership Team	yes
	Proposed Financial and Operations Leadership Teams	yes
	Performance Management	yes
Talent Management and Development	Talent Management	yes
	Professional Development and Evaluation	yes
	Retention	yes

Sections	Required Elements	Complete (yes/no)
Operational and Financial Plans	School Calendar and Schedule	yes
	Student Recruitment and Enrollment	yes
	Facility Acquisition <ul style="list-style-type: none"> Facility Identified Facility Not Identified 	yes
	Transportation	yes
Operational and Financial Plans	Start-up Plan	yes
	Financial planning	yes
Attachments	Attachment 1: Articles of Incorporation	yes
	Attachment 2: 501©(3) Determination Letter	yes
	Attachment 3 : Applicant Information Session Documentation	yes
	Attachment 4: Evidence of Community Demand	yes
	Attachment 5: Certified Mail Receipt Cards	yes
	Attachment 6: Published Notice(s) of Public Meetings	yes
	Attachment 7: Sample Course Scope and Sequence	yes
	Attachment 8: Proposed Discipline Policy	yes
	Attachment 9: Evidence of Community Support	yes
	Attachment 10: Bylaws	yes
	Attachment 11: Code of Ethics and Conflict of Interest Policy	yes
	Attachment 12: Board Member Résumés and Biographical Affidavits	yes
	Attachment 13: Organizational Charts for Year 1 and Full Capacity	yes
	Attachment 14: Tool(s)/Process to Evaluate Superintendent	yes

Sections	Required Elements	Complete (yes/no)
Attachments	Attachment 15: Résumé and Qualifications for Proposed Superintendent OR	yes
	Attachment 16: Job Description or Qualifications for Superintendent	yes
	Attachment 17: Résumé(s) and Qualifications for Proposed Instructional Leadership Team	yes
	Attachment 18: Job Descriptions or Qualifications for School's Instructional Leadership Team	yes
	Attachment 19: Tool(s)/Process to Evaluate Members of the School's Instructional Leadership Team	yes
	Attachment 20: Résumé(s) and/or Qualifications for Proposed Financial Team	yes
	Attachment 21: Résumé(s) and/or Qualifications for Proposed Operations Team	yes
	Attachment 22: Staffing Chart	yes
	Attachment 23: Supplemental Human Resources Information Forms for Each Position on the Staffing Chart	yes
	Attachment 24: Teacher Evaluation Tool(s)	yes
	Attachment 25: Proposed School Calendar (Annual)	yes
	Attachment 26: Proposed School Schedule for Day and Week: Teacher and Student Versions	yes
	Attachment 27: Proposed Admissions and Enrollment Policy	yes
	Attachment 28: Certificate of Occupancy for Facility	n/a
	Attachment 29: Evidence that Facility Has Been Secured	
	Attachment 30: Detailed Start-Up Plan	yes

Sections	Required Elements	Complete (yes/no)
Attachments	Attachment 31: Financial Plan Workbook	yes
	Attachment 32: Budget Narrative	yes
	Attachment 33: Evidence of Other Financial Support	n/a
	Attachment 34: Audit Report	n/a
	Attachment 35: Credit Report	yes
	Attachment 36: IRS Form 990, Form 990-N, or Form 990-EZ	yes
	Attachment 37: Plan for Insurance Coverage	yes
Special Assurances	Special Assurances	yes
CMO Addendum	CMO Addendum (if applicable)	n/a

Applicant Cover Sheet

NAME OF PROPOSED GENERATION TWENTY-FIVE CHARTER SCHOOL
Academe NEXUS
NAME OF SPONSORING ENTITY
Wax Track Gallery International

The sponsoring entity is a: ☒ 501(c)(3) Nonprofit Organization ☐ Governmental Entity
 ☐ College or University

1. As **Attachment 1 and 2**, submit Articles of Incorporation for the sponsoring entity and proof of non-profit status and tax-exempt status, as applicable.
2. Does the school intend to contract with a third-party service provider (CMO) to manage the educational program and operations?

Yes* ☐ No ☒ If yes, identify the CMO: _____

* If the answer is yes, the applicant must complete the CMO Addendum.

I. PRIMARY CONTACTS

	Applicant Team Lead	Proposed Superintendent	Proposed Board Chair
Name	Adrienne Rison Isom	D.L. Bearden, PhD	Adrienne Rison Isom
Mailing addresses	8404 Mayview Drive Austin, Texas 78724	19605 Stage Line Trail Pflugerville, Texas 78660	8404 Mayview Drive Austin, Texas 78724

Email addresses	Adrienne_isom@hotmail.com	dbearndenphd@gmail.com	Adrienne_isom@hotmail.com
Phone number	512-928-1606	903-669-1483	512-928-1606

3. As **Attachment 3**, submit the information session registration form to document that at least one governing board member from the sponsoring entity attended the session.

II. CHARTER SCHOOL INFORMATION

Grade level(s) served in Year 1	9-12
Number of students served in Year 1	100
Grade levels served at capacity	6-12
Number of students served at capacity	300
Number of campuses requested	1 with additional classroom locations geographically separated beginning in the second year
Number of districts within geographic boundary	6

Note: The information in this table should align with the data in the Targeted Community and Anticipated Student Population section of the application.

Address of Proposed Administrative Offices (if different from above):
1501 E 12th St, Austin, TX 78702

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:

Huston-Tillotson University
900 Chicon St.
Austin, Texas 78702

III. GOVERNANCE/LEADERSHIP

Number of Board Members	3
Chairperson of the Governing Board	Adrienne Rison Isom
Chief Executive Officer of the Sponsoring Entity	Adrienne Rison Isom
Superintendent of Proposed Charter School	D.L. Bearden, PhD
Board Member Who Attended Applicant Conference	Adrienne Rison Isom

Note: The information in this table should align with the list of board members in the Board Structure and Qualifications section of the application.

IV. APPLICATION TEAM MEMBERS

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

Full Name	Current Job Title and Employer	Position or Role with Proposed Charter School
D.L. Bearden, PhD	Faculty Walden University	Superintendent
Adrienne Isom	CEO Wax Track Gallery	Principal
LaTasha Rodgers	Teacher Pflugerville ISD	Teacher Leader

Rashidah Alshams

Independent business owner

School Financial Officer

Diana Muir, PhD

CEO Global Education
Services LLC

Curriculum Director

5. Identify any individual(s) or organization(s) that prepared, assisted, and/or provided **professional** advice on the contents of the application herein.

Name of individual or organization

Was this individual/organization paid?

Yes ☐

No ☒

Yes ☐

No ☒

Yes ☐

No ☒

Attachments

- 1: Articles of Incorporation
- 2: 501(c)(3) determination letter
- 3: Applicant information session documentation

I certify that I have not made material changes, alterations, or edits to this *Responses and Attachments* document, unless expressly authorized in the specific directions provided.

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


Adrienne D. Isom, President

Jan. 10, 2020

Adrienne Rison Isom

Signature of Chief Executive Officer of
Sponsoring Entity (*Blue Ink*)

Date

Printed Name

School Overview

Executive Summary

Vision and Mission

Academe NEXUS is a content-rich hybrid virtual school serving grades 6-12 with adaptive lessons and certified online teachers blended with a disciplined traditional curriculum. Academe NEXUS's identified population:

The criteria for selection of students who may benefit from a disciplined traditional curriculum that is combined with innovative web-based learning includes students who are identified as:

1. "At-risk" or as we prefer to say "at promise"
2. Gifted and talented students who choose to leave a local school district
3. Population of underserved students who choose to leave a local school district

National Efforts

The Center for the Application of Information Technologies at Western Illinois University defines the term virtual school as "those entities which offer courses designed for K-12 learners which offer at least some web-based courses."

There is a growing national effort to build on the experiences of emerging virtual schools by groups such as the Western Cooperative for Educational Telecommunications and the North American Council for Online Learning.

Virtual schools operated by school districts and charter schools are growing in number and in size. The "Virtual Schools Forum Report" prepared by the Center for Digital Education and the U.S. Dept. of Education defines challenges, policy issues, and regulatory obstacles facing virtual education.

The report defines challenges, policy issues and regulatory obstacles facing virtual education. Stakeholders

The Wax Track Gallery International (<http://www.waxtrackgallery.org/>) has been funded in part by the City of Austin, the National Endowment for the Arts, and Texas Commission on the Arts since 1998 and has created public art installations for the cities of Austin, Galveston, as well as the Texas Historical Commission. The school is partnering with Dr. Diana J. Muir, the CEO of Global Education Services LLC. With more than 15 years in online learning, Dr. Muir is considered one of the pioneers in the field of online education.

Geographic Boundary

Academe NEXUS will serve all of the population within local school districts: Austin ISD, Manor ISD, Pflugerville ISD, Del Valle ISD, Lake Travis ISD, Lago Vista ISD, and Eanes ISD. As a secondary school we will not be a feeder to other schools but will receive students from elementary schools in school districts within our geographic boundary.

Educational Need of Anticipated Student Population

Magnet schools have been in place for decades now in our geographic zone but the number of secondary students who meet the high expectations to attend a magnet school is limited by a screening process. Academe NEXUS will not have a screening process.

The identified population for Academe NEXUS is not restricted to higher performing students but will offer a challenging curriculum in various disciplines. These students are typically isolated from their learner communities by institutional barriers. These students are highly motivated in the pursuit of their goals.

Academe NEXUS will apply to become a Texas Virtual School Network provider district after the initial year and after meeting all requirements. In accordance with current state regulations Academe NEXUS will become a part time virtual course provider for its own enrolled students and will accept students from any participating school district in the Texas Virtual School Network at the designated per pupil reimbursement rate per course enrolment.

Additional students may be determined to be eligible for Academe NEXUS virtual school enrolment due to court ordered placement in substitute care outside the child's home in the conservatorship of the Texas Dept. of Family Protective Services or an authorized agency; or a dependent of a member of the United States military who has been deployed or transferred to this state or is no longer residing in Texas because of a military deployment or transfer. Hybrid virtual education will allow for a reduction of the barriers that prevent the interaction of those learners in the context of their studies.

Education Plan and School Design

Instructional Goals and Strategies

The curriculum addresses competence in the core disciplines. That competence provides a firm foundation for connecting all subjects across the curriculum, bridging the gap between the sciences and the humanities.

Online strategies include interaction between academic teachers and individual students using a learning content management system (LCMS) that features an asynchronous discussion board, white board for visual presentations including audio, video and slide presentations, and a web page with instructor contact information, course syllabus, detailed instructions, resource links, and assignment samples.

The primary learning strategy is to combine the best qualities of virtual schooling with the best instructional opportunities in the arts and sciences. This is termed a hybrid approach not because of a combining of curriculums but because of a combination of instructional settings and best practices.

The Academe NEXUS curriculum is an accredited online program offered by Global Education Services LLC (<https://globaleducation.moodle.school/login/index.php>).

Educational Plan

- There is a need to establish a high quality and highly accessible virtual school that is both personalized and community-building in nature.
- There is a need to conduct university research into curriculum design and integration; and a need to provide teacher training for working teachers and teachers entering the field.
- There is a need to establish a model hybrid school program that combines the best qualities of traditional face-to-face instruction with the best practices in virtual education.

Recommendations

The founders of the Academe NEXUS are drawing from the school management practices promoted by Dr. Alton D. Rison (1936-2002). Dr. Rison's book *How to Teach Black Children* described a structured environment that students of all cultures benefit

from. His school model integrates traditional instruction with science and technology. The Academe NEXUS hybrid virtual school combines web-based learning with traditional instruction in the disciplines of fine arts, humanities, science, and technology.

Global Education Services LLC

Global Education Services curriculum is accredited by ACIIE (Accreditation Commission for International Internet Education) in Atlanta, GA. Career/Technical courses are aligned with ACE (American College Examination). All diplomas and courses are transferable to any US college or university.

Students work with facilitators to complete real-world projects in their local communities.

Students also receive project management training so that they can teach future students and create sustainable programs in the community or around the world. Academe NEXUS offers a full traditional high school program including subjects including Art, Health, Math, Reading, Social Science and Science. We also offer students the opportunity to start learning World Languages and Technology.

Students can take classes in a variety of languages and study foreign languages.

Online instruction is supplemented by course facilitators at the local campus who work as liaisons with the online teachers. Students will be provided an opportunity to participate in an agricultural science or other project-based learning activity.

Targeted Community and Anticipated Student Population

Optional Priority Point. Does the applicant propose a campus within the boundaries of the attendance zone of a campus assigned an unacceptable performance rating for the past two years?

Yes ☐

No ☒

By checking yes, applicant must cite clear and specific evidence to support this claim.

Geographic Boundaries

The geographic location selected reflects our ability to serve the entirety of Travis County including rural areas where students lack resources. The Travis County rural community centers were designed by our superintendent when he worked at the county community action program in the 1970s. The services offered there now are mostly geared toward elderly and would benefit greatly by bringing a new generation to the services center.

We will provide internet connection and basic hardware that students in rural areas and inner-city neighborhoods may find difficult to access. Students and their families will gain innovative, high-quality learning options that are not currently available in the local schools.

We are not interested in highlighting unacceptable performance ratings for other schools. We hope that the model we provide will be one that will build the quality of all public schools in Travis County.

We chose rural and urban community centers where there are already services and facilities that are intended to serve low income persons but are not being used to serve the educational needs of students.

Our demographic projections do not deviate significantly from the surrounding districts. What is interesting to us is the dramatic demographic changes that occurred in all Travis County neighborhoods and communities over the last decade.

We believe in small schools. The Katherine Anne Porter School has maintained an enrollment of less than 100 since it was founded in 1999. We use that as our basis point but believe that offering virtual learning and the opportunity to learn in a variety of settings will allow for moderate growth.

The effect of joining the Texas Virtual School Network in the second year will vastly impact our enrollment strategy. We expect to grow but keep class sizes small and to keep teacher student interaction a major strategy.

Our model is for one campus for reporting purposes but with classrooms in a variety of settings to take advantage of the underutilized facilities and to integrate learning with social services.

Attendance Boundary

Primary Attendance Boundary (if applicable)

Austin ISD

Del Valle ISD

Eanes ISD

Lago Vista ISD

Lake Travis ISD

Manor ISD

Pflugerville ISD

Texas School for the Blind & Visually Impaired

Within the boundaries of Travis County

Texas School for the Deaf

Within the boundaries of Travis County

Number of charter school campuses currently operating within the occupied district: 15

Number of traditional school campuses currently operating within the occupied district: 199

Number of traditional school districts within ten miles of the proposed location: 25

Will the proposed school be located in the attendance zone of a campus assigned an unacceptable performance rating under Texas Education Code § 39.054 for the past two school years?

Yes ☐

No ☒

School Name(s):

Enrollment Projections

1. Applicant proposes to open only **ONE** campus by Year 5?

Yes ☒

No ☐

2. Applicant proposes to open **MULTIPLE** campuses by Year 5?

Yes ☐

No ☒

Enrollment Summary Table: Complete the following table for the charter school (not each campus), marking any grades not to be served with an “x”. This table should be aligned with the Financial Plan Workbook.

Grade Level	Projected Number of Students					At capacity
	Year 1	Year 2	Year 3	Year 4	Year 5	
EE3	x	x	x	x	x	x
PK 4	x	x	x	x	x	x
K	x	x	x	x	x	x
1	x	x	x	x	x	x
2	x	x	x	x	x	x
3	x	x	x	x	x	x
4	x	x	x	x	x	x
5	x	x	x	x	x	x
6	x	x	x	x	x	x
7	x	x	50	50	50	50
8	x	x	50	50	50	50
9	25	25	25	25	25	50
10	25	25	25	25	25	50
11	25	25	25	25	25	50
12	25	25	25	25	25	50
Total enrollment	100	100	200	200	200	300

For the projections below, specify by campus						
Students per classroom	25 or less	25 or less	25 or less	25 or less	25 or less	25 or less
Number of classrooms	4	8	10	10	10	12
*		+4 virtual	+12 virtual	+20 virtual	+28 virtual	+32 virtual

* Texas Virtual School Network classes may have as few as one student or as many as 25. Blended enrollments are half time virtual and half time traditional. Some students may be in virtual classes @\$400 per class through TxVSN and are not enrolled at Academe NEXUS.

Demographic Projections

Provide the anticipated demographics (as percentages) for the first proposed charter campus as well as current demographics for the Occupied District and two Contiguous Districts.

NOTE: The term Occupied District refers to the traditional school district in which the first proposed charter campus will be located. Contiguous District 1 and 2 must be contiguous to the school district in which the first proposed charter campus will be located.

	First Proposed Charter Campus	Occupied District	Contiguous District 1	Contiguous District 2
Name	Academe NEXUS	Austin ISD	Pflugerville ISD	Manor ISD
African- American	50	7.3%	15.8	20.1
Hispanic	40	56.7	48.6	65.4
White	2	28.5	23	7.6
American Indian	1	0.1	0.2	0.4
Asian	1	4.2	7.9	4.4
Pacific Islander	1	0.1	0.1	0.2
Two or More Races	5	3.1	4.3	2.7
Economically Disadvantaged	50	53.4	42.5	74.4
English Learners	20	27.5	22.1	38.6
At-Risk	50	51.3	50.8	75.4
Gifted/Talented	10	9.4	7.4	8.3
Special Education	10	10.9	10.6	8.7

Community Engagement

Meaningful support from community members and parents of potential students is evident in the organizations that involve the former students of Old Anderson High School. That Austin campus was not the stereotypical failed minority school but was the exact opposite. Integration of the schools served the purpose of destroying East Austin as a viable community and sent students to schools where the administrations and the teachers did not support them. The founders of Academe NEXUS have deep ties to Huston-Tillotson University, the Howson Community Center, The Passon Historical Society and sororities and fraternities and churches on the East Side. The connections between the Black community and the Hispanic community in East Austin is long standing and is rooted in the War on Poverty Programs that launched the community centers where the Academe NEXUS will be integrated back into the neighborhood. D.L. Bearden. (2019). *As Good As It Was: School Reform Can Never Regain What Was Destroyed*. Sophia Antipolis France: Academie St. John Press.

Academe NEXUS presented the following curriculum outline to community groups as an item of public information and to gather feedback.

Welcome to Global Education Services!

by Diana Muir – Interim Board Member and Curriculum Director for Academe NEXUS
Global Education Services is a world-wide organization with more than 23 years of online experience delivering courses to students around the world. Join us as we prepare for the future. You can participate in courses with your peers and students around the world by enrolling in the proposed new charter school serving all of Travis County, Academe NEXUS.

All books, resources, and assessments are provided within the course. If you have any questions, feel free to ask the Administrator for assistance. Courses adhere to national and state standards and are aligned with Texas TEKS and STARR.

Catalog **Course Catalog.pdf**

Course categories

Advanced Placement (13)

Adult Education

Career-Technical Programs (4)

College Credit (Dual credit)

Educational Leadership (3)

6th-8th Grade

9th-12th Grade

English and Literature (6)

Fine Arts (1)

Health & PE (2)

Mathematics (10)

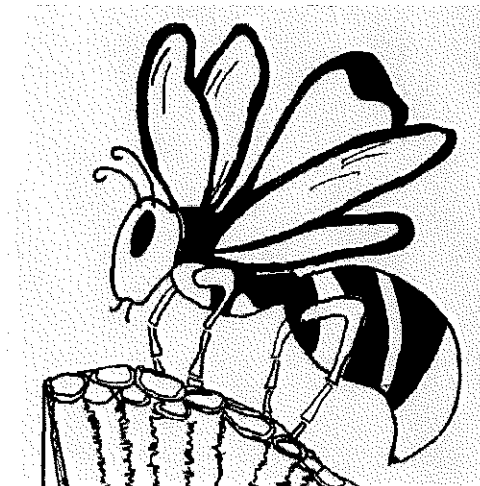
Social Sciences (11)

Science (8)

Technology (1)

World Languages (4)

Miscellaneous (1)



Academe NEXUS

Support Academe NEXUS charter school

Academe NEXUS is proposing to the Texas Education Agency a new charter school. Please join us by sending a letter to **Adrienne_isom@hotmail.com** showing there is support for the proposed school that will serve all of Travis County Texas. The proposed free public school is a grade 6-12 secondary school proposed to serve students who live in Travis County.

Academe NEXUS will provide middle and high school students education that offers academic rigor, inquiry-based experiential learning and character development education. This education

will benefit students by preparing them to be lifelong learners ready for success in college, career and beyond.

Vision and Mission

Academe NEXUS provides a content-rich web-based curriculum to serve grades 6-12 with adaptive lessons taught by certified teachers blended with a disciplined traditional curriculum. Academe NEXUS's identified population is not restricted to higher performing students but will offer a challenging curriculum in various disciplines. These students are typically isolated from their learner communities by institutional barriers. These students are highly motivated in the pursuit of their goals. With your support, Academe NEXUS will become a Texas Virtual School Network provider district after the initial year and meeting all requirements as a traditional public school.

Public Meeting Agenda

Academe NEXUS is proposing to the Texas Education Agency a new charter school. Please join us at a public hearing at the Carver Library, 1161 Angelina St, Austin, TX 78702, 6 p.m. Jan. 10, 2020. We provide a content-rich web-based curriculum to serve grades 6-12 with adaptive lessons taught by certified teachers blended with a disciplined traditional curriculum. For more information contact Adrienne Rison Isom at Adrienne_Isom@hoitmail.com.

Rural community center advisory boards were provided with the agenda above

North Rural Community Center

15822 Foothill Farms Loop, Pflugerville, TX 78660, United States

East Rural Community Center

600 W Carrie Manor St, Manor, TX 78653, United States

South Rural Community Center

3518 FM973, Del Valle, TX 78617, United States

West Rural Community Center

8656 TX-71, Austin, TX 78735, United States

Palm Square Community Center

100 N Interstate 35 Frontage Rd.

Austin, TX 78701

The following Austin neighborhood associations in affected areas were provided with the agenda

Blackshear Prospect Hill Neighborhood Association

Liz McConnell lizmcc@utexas.edu

Generation 25: Academe NEXUS

Montopolis Neighborhood Association

Delwin Goss [REDACTED]

Swede Hill Neighborhood Association

Nat Bradford

Have received training on how to teach students who learn and think differently in an online setting?

IEPs and 504 Plans

What *accommodations* can Academe NEXUS offer my child?

Are there built-in supports for kids who struggle with organization? What about accommodations for struggling readers?

How does Academe NEXUS provide *speech therapy* and other kinds of special education services?

How much experience does Academe NEXUS have providing specific accommodations or teaching method that has helped or may help your child?

Outcomes

If no, why don't you break out data for kids with disabilities?

If yes, how do the outcomes for kids with disabilities at Academe NEXUS compare to the outcomes at other schools in this district and in this state?

What percentage of kids graduate and go on to college (if this is a high school)?

Questions to Ask Your School District

If yes, how do I request a letter from the district that confirms in writing that it accepts credits from Academe NEXUS?

If no, why not? How would this affect my child's ability to do things like apply to college?

Is Academe NEXUS at risk of losing its accreditation?

Has Academe NEXUS changed accreditors within the last 10 years?

Questions to Ask Your Child

Are you ready to map out assignments and be responsible for completing them on time? Are you ready for this much independence?

Can you stick to a study schedule at home? Can you spend several hours a day doing schoolwork without getting too distracted by games, TV, etc.?

Can you handle waiting a few hours or maybe even a few days between asking the teacher a question and getting a response?

Questions to Ask Yourself

Am I willing to be my child's "learning coach" or co-teacher?

How much time can I spend each day helping my child with school?

Can I provide structure and motivation to help my child spend several hours a day on schoolwork?

Does our home have a quiet space that is free of clutter to help my child focus on daily schoolwork?

Church groups, youth clubs and teams can be helpful to kids with social skills issues.

If yes, the school might be able to connect you.

Find out what happens to your child's IEP if you switch schools. Learn about public resources that are available.

School Design

Mission, Vision, and Overview of School Design

The principle stakeholder is the Principal, Adrienne Rison Isom. Her father, Dr. Alton D. Rison wrote the book *How to Teach Black Children* based on his experience as a school principal in a failed Brooklyn middle school in the early 1970s. Adrienne Rison studied at Texas Southern University and become one of the leading sculptors in Texas. Her work in the area of historic preservation as evidenced in the massive exhibit regarding Old Anderson High School lives on in the hearts and minds of the graduates (and of their children and grandchildren) of that storied school.

Dr. Diana Muir had the inspiration to build an entire online curriculum that is available anywhere in the world. She was the inventor of a school in a box that made education accessible to African children who lacked even electric utilities let alone textbooks and school buildings. Her inspiration drives the model of the Academe NEXUS.

We are just beginning to engage a new group of supporters who know the history and the potential of the future and will be making use of their contributions going forward.

The key design elements are a virtual campus delivered on hand held devices; but the true innovation is that of student and teacher interaction that is lacking in education elsewhere. What was lost when the Clayton Vocational Institute in Manor and L.C. Anderson High School in Austin closed was Black teachers, Black principals and Black ownership of the school system. That does not mean we will be racial exclusive. It is the opposite. We will find teachers who reflect the culture and background of the students we enroll and that will be as varied as the demographics of Travis County, which are still evolving.

Rison, A.D. (1992). *How to Teach Black Children*. Austin: Sunbelt Theatre Productions, Inc.

Academe NEXUS uses a student-centered and differentiated teaching approach that teaches through individualized teaching techniques for individualized learning styles. Students are taught to use 21st Century Learning Skill, collaborative, multi-cultural, smart study skills and critical thinking skills by building on prior learning and experience. Academe NEXUS curriculum and methodologies employ differentiated teaching techniques, proven questioning techniques, interdisciplinary study units, discovery models, and the Problem-Solving Apprenticeship Learning Models (PSALM) to help students comprehend, retain, retrieve, and apply knowledge to real-world problems. Courses are taught in a global context in order to promote 21st Century Skills and global cooperation.

Our student-centered programs are designed for learning and understanding. Academe NEXUS uses technology to automate the non-value-added activities, (correcting papers, grading tests, and quizzes, and taking attendance), and repetitive tasks, (writing lesson plans and developing lessons), giving instructors more time to add value by incorporating their own ideas and teaching methods in the virtual classroom.

Academe NEXUS face to face instructors use most of their class time in personal communication with their students explaining concepts and discussing lesson topics. These individual relationships provide both increased academic and motivational support to our students. Our

student-centered educational model emphasizes the importance of learning "how to learn" and "understanding by design." This helps students in our programs to prepare for life-long learning. Academe NEXUS believes that the keys to success are a positive attitude and high self-esteem. These qualities combined with academic skills, time management skills, organizational techniques, and study skills improve an individual's ability to conquer learning challenges throughout a lifetime. Academe NEXUS programs are available to all students of all abilities, and of all backgrounds.

Academe NEXUS Programs

Our school design follows an academically validated model of educational programs specifically focused on the individual learner. Our method of implementation allows us the flexibility to provide a full range of 6-12 programs, courses, and services to individuals or institutions in the setting of their choice.

By taking advantage of our open enrollment policy, students begin the process of life-long learning the moment they enroll. Our programs are available online and site-based, allowing individuals to access the programs and courses regardless of classroom location or date of enrollment. Students who wish to accelerate may do so, and students who need more time to focus on their studies are also accommodated.

Curriculum and Instruction

Our curriculum is rigorous, comprehensive and aligned to the *Texas Essential Knowledge and Skills* (TEKS) standards though it was developed to meet national and international standards originally. Because we have multi-level classes the content is not just aligned horizontally (across content areas within a grade level), it is also aligned vertically (across grade levels for core content area). Our online teachers are certified to teach any subject in their area of certification and can guide students as they progress through their course area. The Learning Coaches are best suited to meeting the students at the personal level and to make certain that they find their place in each course of study. The course list and content are available online (<https://globaleducation.moodle.school/login/index.php>).

Our curriculum was developed to be used in a global setting and therefore is available in multiple languages. Students with disabilities will be addressed by our face to face program. In place of the former Special Education Coop that was created by charter schools in Travis County in the early years of this century we now have Education Service Center Region 20 to guide us through professional development and provision of services. Hiring a Sped Coordinator will not be a priority, but we will direct our funding toward taking advantage of ESC-20 services. That will allow for testing and treatment of identified students with learning disabilities. Our superintendent was previously emergency certified Special Ed and was a founding member of the Sped Coop and will again seek Sped certification.

Academe NEXUS follows the required curriculum that must be offered in charter schools [TEC §12.111(a)(1); TEC §28.002; 19 TAC §74].

We are a traditional secondary school, but we also have advanced placement courses, and career tech courses:

Core CurriculumEnglish and LiteratureFine ArtsHealth & PEMathematicsSocial SciencesScienceTechnologyWorld Languages**Advanced Placement**AP BiologyAP Calculus AB / Part BAP Comparative GovernmentAP Computer ScienceAP English LanguageAP Environmental ScienceAP European HistoryAP Latin (Virgil)AP Music TheoryAP PsychologyAP Spanish LanguageAP StatisticsAP US History**Career and Tech**Culinary Essentials & Nutrition and WellnessIntro to BusinessEntrepreneurship and Small BusinessBusiness and Management in Global Society

Our middle school curriculum will be added in year three.

Our traditional classroom instructors will not be required to be certified. The online courses will require certified teachers in order to meet the requirements of the Texas Virtual School Network. Teachers will be employed part time. During the first year of operation we will proceed to obtain TxVSN approval to begin operating as a part time virtual school in the second year. All courses offered through the TxVSN must meet the state curriculum requirements, known as the Texas Essential Knowledge and Skills or TEKS [Subchapter A issued under the Texas Education Code, §§7.102, 28.002, 28.023, 28.025, 28.054, and 38.00]; [§74.4. English Language Proficiency Standards]; and TEA's Effective Schools Framework; the International Association for K-12 Online Learning (iNACOL) National Standards of Quality for Online Courses (v2) (outside source), and accessibility standards (PDF, 232.02 KB). TxVSN courses are taught by teachers who are Texas-certified in the content area and grade level of the course or meet the credentialing requirements of the associated institution of higher education. TxVSN teachers are trained in best practices in delivering online instruction. Students do not need to be physically present at school during instruction of TxVSN courses. Our curriculum can be delivered in multiple languages. Our teaching staff may also be multilingual to accommodate English Language Learners. The curriculum was designed for an international community and the selection of readings reflect this diversity of academic interests.

We combine face-to-face instruction led by Learning Coaches in multi-level classrooms in small settings. The Learning Coaches guide the students to their individual learning through a portal that maintains the course content and their submitted work. Each student is assigned to a certified teacher for each course. Teachers are certified and prepared to teach multiple levels in their subject area. These teachers individualize instruction but follow the structure of each course to ensure integrity of the learning experience. Students with disabilities are supported by this two-level approach. The construct of peer contagion in childhood and adolescence and review studies of child and adolescent development that have identified peer contagion influences. Evidence suggests that children's interactions with peers are tied to increases in learning.

Our curriculum director serves as an initial board member until an election is scheduled for the Board of Trustees. Her expertise in this field is unsurpassed; but she is constantly assessing the uses and applications of the curriculum.

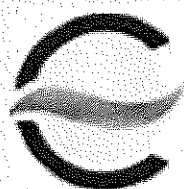
Dishion, T. J., & Tipsord, J. M. (2011). Peer contagion in child and adolescent social and emotional development. *Annual review of psychology*, 62.

Sample Course Scope and Sequence



One World, One Sky, One School....

Academe NEXUS



Global Education Services, LLC

Empower, Enable, Enhance

Username / email



Password



☐ Remember username

Log in

Forgotten your username or password?

Cookies must be enabled in your browser ?

Some courses may allow guest access

Log in as a guest

Is this your first time here?

For full access to this site, you first need to create an account.

Strategies for Assessment of Learning and Data-Driven Instruction

Upon admission students will be asked to take the Texas Success Initiative Assessment to determine the appropriate level of college course work that an incoming student needs. The TSI consists of three separate exams: Math, Reading and Writing. The student may take a TSI practice test and may use the TSI Study Guide Review to prepare. A student with at least 2000 points in writing and reading and 4000 in Algebra under the STARR program are exempt. Teachers can use TSI results to help students prepare for college level curriculum and can tailor instruction to meet their interests and needs for college level work. The scores are released the day of examination and allows the student to consult their college of choice regarding readiness for college courses.

Academe NEXUS Programs

Our school uses new models of educational programs designed specifically focused on the individual learner. Our method of implementation allows us the flexibility to provide a full range of 9-12 programs, courses, and services to students.

By taking advantage of our open enrollment policy, students begin the process of life-long learning the moment they enroll. Our programs are available online and/or site-based, allowing individuals to access the programs and courses regardless of global location. Students who wish to accelerate may do so, and students who need more time to focus on their studies are also accommodated.

Exams and activities that are given through the Exam View Pro Assessment tool are time-stamped and automatically forwarded to the administrative staff upon each submission.

Duplicate submissions are not allowed. Onsite mentors are required to ascertain correct student identification during exams, so that the student receiving the grade is the actual student who completed the exam. When using material found on the Internet, students should always cite sources and give credit to the original author in the appropriate manner.

Students should also understand that they must use the appropriate software applications programs (such as MS Word instead of Works) for submitting assignments.

Textbooks

All textbooks are provided in an online digital version by Academe NEXUS. (Please see <http://www.1worldschool.com/books/> for a complete list of books and resources that are used for each course.) Most core courses use digital e-text by Prentice Hall, while career-tech and Advanced Placement courses use online digital subscriptions (provided by Academe NEXUS) at iChapters.com through Cengage Learning. Hard copy textbooks are available for students but must be purchased by the student or school. All digital textbooks are provided by Academe NEXUS at no cost to the student.

STARR tests

Middle school assessments:

Grade 6 [Reading](#) | [Mathematics](#)

Grade 7 [Reading](#) | [Mathematics](#) | [Writing](#)

Grade 8 [Reading](#) | [Mathematics](#) | [Science](#) | [Social Studies](#)

Standardized state high school assessments:

EOC Assessments

English Lang. Arts [English I](#) | [English II](#) | [English III](#)

Mathematics [Algebra I](#) | [Geometry](#) | [Algebra II](#)

Science [Biology](#) | [Chemistry](#) | [Physics](#)

Social Studies [World Geography](#) | [World History](#) | [U.S. History](#)

Evaluation of student achievement

Methods given students are at prescribed levels resulting in individuals that develop critical thinking attributes. Results are achieved which create accomplishments beyond previous expectations.

Evaluative measures

Students do self-evaluation using a prescribed model. Each student examines his or her own work, in this manner.

Students are given a project evaluation list. They will use this list to examine and grade their own work silently, assisted by instructor or personal attendant, but in an open classroom setting. Forms are turned into instructor for review. A conference is conducted with each student and the grade is recorded.

- Students are instructed that their work is their own responsibility. They will be given a syllabus by their instructor, containing criterion for course completion. Instructor informs class on a whole that their evaluation slips will be reviewed, and that extra points will be deducted if the student shows intentional dishonesty.
- Each area is evaluated on a point system that includes;
 1. Completed project,
 2. Used time to complete steps wisely
 3. Used given technique to complete project
 4. Attended each session without incident.

Each area is worth 25 points. Areas will have 5 points deducted for any incident which may occur. Student develops a responsible conscience, and a personal responsibility about their work. This causes students to work in a more serious manner on each project to follow. Teacher injects this part at the beginning of the evaluation Instructor informs group that points will be deducted (usually 5 points) for each time a student may have been asked to leave the room because of disruptions. This is explained as an act of fairness to the rest of the class. Students, who disrupt the class, take time away from students who need valuable instruction time to learn how to complete better quality work. A private conference is conducted with each student concerning his or her work. The grade is recorded at that time. After the student completes the evaluation form, they are asked to add the points up, or assisted with adding up points.

Problem-based learning (PBL) spread from the medical school to other university and K-12 contexts due, in part, to the stated promise that PBL produces the target outcomes of deep content learning, increased problem-solving ability, and increased self-directed learning.

Belland, B. R., French, B. F., & Ertmer, P. A. (2009). Validity and Problem-Based Learning Research: A Review of Instruments Used to Assess Intended Learning Outcomes. *Interdisciplinary Journal of Problem-based Learning*, 3(1), 59-89.

Supports for Special Populations

Academe NEXUS uses projections of special populations and at-risk groups that the school expects to serve that mirror that of all public schools in Travis County. It is possible that enrollment will not reflect the countywide averages, but we can only expect that as a planning tool. Regardless we are prepared to fulfill state and federal obligations and requirements pertaining to students with disabilities, students identified as gifted/talented, and English Language Learners.

We will utilize the services of Region XX to develop a comprehensive plan to identify and serve students with disabilities that includes plans to ensure students with disabilities have access to a Free and Appropriate Public Education that meets their unique needs in the Learning Resources for Education, high school students have well-developed transition plans, all students with disabilities receive required and appropriate support services as outlined in their Individual Education Plans and 504 plans, and all students have access to schoolwide educational, extra-curricular, and culture-building activities.

Academe NEXUS will serve English Language Learners with programs, practices, and strategies the school will employ to ensure equitable access to grade-level academic content. We will monitor student progress (in both academic content areas and in language proficiency), and plan for students exiting English Language Learning services to ensure they have equitable access to schoolwide educational, extra-curricular, and culture-building activities.

Hamayan, E. V., Marler, B., Lopez, C. S., & Damico, J. (2013). *Special education considerations for English language learners: Delivering a continuum of services*. Philadelphia: Caslon Publishing.

Our strategy for serving gifted and talented students is to provide schoolwide services to all students because research indicates this is the best strategy and rationale for providing such services.

Renzulli, J. S., & Renzulli, S. R. (2010). The schoolwide enrichment model: A focus on student strengths and interests. *Gifted Education International*, 26(2-3), 140-156.

The mission of Academe NEXUS is to provide a range of programs that will meet all students' needs, monitor students' progress over time, and evaluate the success of programs designed for students with disabilities, English Language Learners, and gifted and talented students.

How we plan to increase numbers of students who can personally excel

Students develop organization, evaluation, and logic skills. These skills help them to develop critical thinking methods, which aid in understanding essential life skills. The inclusion of math, and reading skills within the fine arts helps to understand application of these principals to life skills.

How we promote good and responsible students and citizenship

Individual students who are interested will receive a chance to work on outside community projects to participate in activities such as: traveling to local spots / institutions to work on works of art. These projects may include large projects such as, mural group paintings, group exhibition participation, helping cast large sculptures, working on professional statue commissions with a mentor, all of which help the student to develop group participation skills and good citizenship.

Special ideas, activities or projects we feel might enhance assembly programs for the year and how can they be implemented

Students participating in art will also provide items to be used in math projects or, set design, stage lighting, costumes, and other art related assistance needed for assembly programs.

Other areas of management will be allowed to approach the fine arts department in a timely manner to meet with art director about ideas for other outside, or in-house class projects or programs. Art instructor brings the ideas to the class to discuss the feasibility of accomplishing those departments' desires. Students and instructor plan and discuss how to implement each project. Students will decide if the projects can be completed in a timely manner, that will not interfere from them completing art requirements for a grade. Students may also opt to consider a project as a substitute for a required project if that special project has similar attributes to their own requirement for art.

Inclusion of multi-cultural subject matter

Multi-cultural subject matter is usually encouraged when allowing students to pick themes to create. Students are taught and encouraged to explore multicultural themes, which have some historical, social, or economic meaning especially of the community.

How we plan for the specially gifted or locate students with individual talents

Students with specified talents will be placed in the areas they are developed in the most, for creation of projects. Students are also encouraged to complete other individual projects outside the group demands.

Academe NEXUS's Infrastructure

Academe NEXUS uses an infrastructure called Moodle, a free open-source infrastructure that allows the school to integrate third-party add-ons that facilitate 21st Century Learning Skills. Students have access to email, threaded-discussion, wikis, and portfolios within the infrastructure and are linked to the Horizon/Wimba Virtual classroom for added interactive features. Within the virtual classroom, students and instructors can share their desktop applications, preview media presentations, access the interactive whiteboard, and have access to real-time audio voice communication.

Attendance Policy

Academe NEXUS has an attendance policy where all students enrolled must comply with the state-required minimum number of 180 instructional days. Attendance is logged daily in the Academe NEXUS portal by a parent or instructor. Research and experience have shown that students are more successful in completing online courses when attendance is regular and adequate supervision from an instructor and a mentor is available. Academe NEXUS online courses are just as rigorous as traditional brick-and-mortar courses and require from 2-6 hours a week to complete, dependent upon the student's organizational skills.

Academe NEXUS believes that students should have the opportunity to set their own schedule and not be hostage to time constraints but are offered the option of virtual class and instructor assistance by appointment through the virtual classroom. Weekly reports are sent to mentors regarding student progress to the mentoring process.

Teachers

All Academe NEXUS teachers are highly qualified, as outlined by Southern Regional Education Board and Texas Education Agency and are certificated in the discipline they teach. Most teachers have at least five years online experience and have taught in brick-and-mortar schools.

Language Barriers

Most Academe NEXUS courses are offered in English and it is suggested that students have a basic knowledge of English before they enroll. However, we also have language interpreters on

staff who can help to translate the courseware into the student's language if needed. If a student needs special attention, please don't hesitate to contact our administrative staff for assistance. Charter schools are required to identify and serve learners of English through bilingual education or English as a second language (ESL) programs (Texas Education Code (TEC), Chapter 29, sub-section). chapter B).

Students with Disabilities

Students are eligible for services if they have a physical or mental disability that limits participation to the school program. Academe NEXUS will ensure that qualified students with disabilities have an equal opportunity to participate in the school program. Academe NEXUS will provide students with disabilities with services necessary. Texas Education Code (TEC) §38.003 defines dyslexia and related disorders, imposes student testing for dyslexia and provides education to students with dyslexia. testing and teaching §7.028 (b) of the TEC relegates the responsibility for the respect by schools of the requirements for public education programs to the local school board. Section 19 of the Texas Administrative Code (TAC) §74.28 describes the charter school responsibilities in the provision of services to students with dyslexia Finally, the Rehabilitation Act, 1973, paragraph 504, establishes standards and assessment procedures for students (34 CFR Part 104 "(<https://tea.texas.gov/academics/dyslexia/>).

Students with dyslexia needs are supported and followed in accordance with Section 504 guidelines. The Academe NEXUS will ensure that qualified students with disabilities have equal opportunities to participate in the school program and activities. In accordance with applicable national and federal laws, Academe NEXUS will provide students with disabilities with the necessary educational services and support they need to access and benefit from their educational program. The McKinney-Vento Homeless Assistance Act, re-authorized in January 2002 as Title X, Part C, of the Children Left Behind Act, is the main federal law dealing with education. homeless children and youth. Its key themes are access and stability in school, support for educational success, and child-centered decision-making.

Parents' rights

If a family lives in one of the following situations:

- in a shelter
- in a motel or campground due to lack of adequate alternative accommodation
- in a car, a park, an abandoned building, a bus or train station
- lined with others due to housing loss or economic hardship

School-aged children may be eligible for certain rights and protections under the McKinney-Vento Federal Law

Eligible children have the right to:

- receive free appropriate public education
- register for school immediately, even if you do not have the documents normally required for registration.
- register at Academe NEXUS and attend classes while the school collects the necessary documents.

School Culture and Safety

Our classrooms in the initial year are at Huston-Tillotson University. We will bring support services to the class as needed. After the initial year we plan to locate classes in institutional settings where there are multiple support services available to families. The school culture is designed around counseling, mentoring, and external service referrals to address students' needs. We have a no suspension policy, but it is possible for a student to be dismissed after a full and complete review. The school to prison pipeline will not be an outcome for students in the Academe NEXUS.

Our school culture is supportive, inclusive, and will produce a positive learning environment for all students. Discipline data collected will be treated with confidentiality and only shared with administrators and families of students. Changes in school policy will be the decision of the Board of Trustees which are only involved in level 3 disciplinary review.

School handbooks will include a brief description of discipline policy for teachers, parents, and students.

It is not expected for there to be a need for school security officers because classes will be small and dispersed to multiple institutional settings where there are security systems in place.

Five Components of Comprehensive Social and Emotional Learning

- Self-Awareness (identifying emotions, self-confidence, self-efficacy)
- Self-Management (impulse control, stress management, self-discipline, motivation, goal setting, organizational skills)
- Social-Awareness (perspective taking, empathy, appreciating diversity, respect for others)
- Relationship Skills (communication, social engagement, relationships, cooperation, resolving conflicts, seeking help or helping)
- Responsible Decision Making (problem solving skills, ethical responsibility)

Dusenbury, L., Zadrazil, J., Mart, A., & Weissberg, R. (2011). State learning standards to advance social and emotional learning. Chicago: *CASEL*.

Academe NEXUS is different from traditional high schools in many ways. As an open-enrollment charter, we bring together young people from towns like Manor, Del Valle, Pflugerville, Dripping Springs, Oak Hill, Westlake, Jonestown, and Austin. Students come to Academe NEXUS for many reasons including smaller classes, alternative courses, our technology program and the ability to flexibly meet a students' learning interests with programmatic creativity, an individualized approach to education as well as our restorative practice model.

Restorative practice is a process of hands-on commitment from school stakeholders. Discipline is part of the teaching process as opposed to the discipline strategies in school districts.

The hypothesis of restorative practices is that "human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things *with* them, rather than *to* or *for* them" (Wachtel, O'Connell, & Wachtel, 2010, p. 156).

Costello, B., Wachtel, J., & Wachtel, T. (2009). *The Restorative Practices Handbook for Teachers, Disciplinarians and Administrators*. Bethlehem, PA: International Institute for Restorative Practices.

Mirsky, L. (2011). Restorative practices: Giving everyone a voice to create safer saner school communities. *The Prevention Researcher*, 18(5), 3-6.

At Academe NEXUS, we embrace differences.

Promotion and Graduation Requirements

Academe NEXUS will follow House Bill 3 and set specific annual college, career and military readiness performance goals for our campus for five years.

Under the Texas Education Code [§28.021(a)-(c), 28.0211(a)(1)-(2)], a student must demonstrate academic achievement of the subject matter of the grade level in order to be promoted to the next grade. Academe NEXUS will review student's grades, course credits, teacher recommendations, and State of Texas Assessments of Academic Readiness (STAAR) scores. Students in Special Education will be reviewed for advancement by the Admission, Review, and Dismissal (ARD) committee at the campus level with support from contracted specialists from Region XX Education Service Center. We will provide accelerated instruction for high school students who perform unsatisfactorily on STAAR End-of-Course (EOC) assessments [TEC §28.0211(a-2), 28.0217].

The standards will be published at the beginning of each academic year in the student handbook. As a public charter school, all our students must follow the Texas Education Agency's graduation requirements in the foundation high school program.

Individual Graduation Committees

[TEC §28.0258] the state's assessment graduation requirements varies for students enrolled in different academic years. A student who fails the EOC assessment graduation requirements for no more than two courses may receive a Texas high school diploma if the student qualifies to graduate by means of an individual graduation committee (IGC) determination.

Foundation High School Program

The Foundation High School Program with endorsements is a flexible program that allows students to pursue their interests. The program contains up to four parts:

- A 22-credit foundation plan, which is the core of the Texas high school diploma program
- Five endorsement options that allow students to focus on a related series of courses
- A higher performance category called Distinguished Level of Achievement
- Performance Acknowledgments that note outstanding achievement in specific areas

The Foundation requirements (22 credits) include: English (4 credits): English I, English II, English III, An advanced English course. Mathematics (3 credits): Algebra I, Geometry, An advanced math course. Science (3 credits): Biology, Integrated Physics & Chemistry or an advanced science course; an advanced science course. Social Studies (3 credits): World History or World Geography, U.S. History, U.S. Government (one-half credit), Economics (one-half credit). Languages Other Than English (2 credits): 2 credits in the same language or 2 credits from Computer Science I, II, III Physical Education (1 credit). Fine Arts (1 credit). Electives (5 credits). Speech: Demonstrated proficiency. Endorsements Total credits with endorsements 26. Enhancements: Additionally, a student may earn the Distinguished Level of Achievement and/or a Performance Acknowledgment for outstanding performance. The Distinguished Level of Achievement must be earned to be admitted to a Texas public university under the Top 10 percent automatic admission law. Distinguished Level of Achievement Performance Acknowledgments Areas: Foundation Program requirements, dual credit courses, 4 credits in math including Algebra II, bilingualism and biliteracy, 4 credits in science, PSAT, ACT ASPIRE®, SAT or ACT, at least 1 endorsement, Advanced Placement or International Baccalaureate exams, earning a state-, nationally- or internationally-recognized business or industry certification or license.

Family and Community Engagement

Our mission is to empower student persistence to graduation by promoting holistic growth, inspiring intellectual curiosity, and encouraging responsible and healthy behaviors in a safe and affirming environment towards a life of personal and professional service. To achieve that students will be encouraged to accept volunteer assignments at local non-profit organizations and at local higher education institution service organizations. Academe NEXUS will coordinate this community engagement with institutions of higher education in Austin including: Huston-Tillotson University, St. Edwards University, Austin Community College, University of Texas, and Concordia University and will link with other institutions to meet individual student interests.

Academe NEXUS provides comprehensive career development assistance to students regarding areas of self-assessment, career exploration and decision-making, leading to personal success in part-time jobs, internships, higher education and/or full-time career employment. The school coordinates with annual internship, career and higher education school fairs, resume and cover letter writing and review, and mock interviews. Academe NEXUS assists with the retention and acclimation of our students. Helping each student become a well-rounded individual is one of the primary goals.

Our primary strategy is to engage parents and community members in the school and build family-school partnerships. Families who speak a language other than English will be matched with faculty members who share their language and cultural background. If a student is from a culture and speaks a language we are not able to match with a faculty member, the school will purchase technology that will enable the student to understand and progress. The student handbook will include details about the academic and communication skills of each member of the faculty.

Family satisfaction with the learning environment will be made possible through Board of Trustees engagement.

Academe NEXUS plans to engage the existing community services agencies in the City of Austin and in Travis County that provide ongoing community resources to support students and families.

Leadership and Governance

Board Structure and Qualifications

See Attachments 10-14.

The Academe NEXUS Board of Trustees is a policy making body that is not responsible for daily activities that are the responsibility of the administrators. The board has oversight powers regarding the employment contracts of administrators consistent with state law.

The Academe NEXUS bylaws will describe a grievance process that specifies the role of the board when a staff member or a parent has a grievance and clearly articulates goals in terms of monitoring and resolving staff and parent complaints.

The Board of Trustees is self-governing and may develop processes to evaluate their practices.

The initial board size is three members and that will be the number until a future board of Trustees decision to expand is made.

The initial board members are those persons most involved in developing the governance and the curriculum of the school based on long careers (documented by their attached curriculum vitae) in education, finance, law, facilities management, marketing, human resources, fundraising, community service, and parent involvement. Finding parents with the same level of skill will be challenging but it is believed that parents have the skill set that is most needed on the Board of Trustees. This may be a motivation to expand the number of board members but that is a decision the board itself will make. The organizational charts: (1) for Year 1 of operation; and (2) at full capacity are intended to demonstrate an effort to make the school non-hierarchical yet include well-defined roles for leaders of the school and the board. The charts note core operations that will be outsourced to a Certified Public Accountant and to the Region Service Centers in Regions XIII and XX.

Evaluation tools for school leaders are sourced to the Texas Association of School Boards and the Texas Association of Charter Schools. They are aligned with the school's mission and goals.

Proposed board member	Area of expertise	Experience in this area
Adrienne Rison Isom	Arts and education Social Sciences	Arts administrator (20 years), K12 substitute teacher (8 years), and higher ed professor (2 years)
David L. Bearden, PhD	P12 school leadership; school finance and business office	K12 teacher (20 years), K12 school administrator (7 years), higher ed professor (10 years), superintendent & board member of charter schools (5 years), higher ed professor (14 years)
Dianne Muir, PhD	P12 curriculum design; distance education	Owner of for-profit curriculum design firm (20 years), president of not-for-profit curriculum design service (20 years)

These board members are interim only and will be replaced by elected board members in a county wide election within the first year after the school is launched. Parents and community members will be encouraged to run for positions on the Board of Trustees. Elected trustees will be provided with extensive professional development through the Region XIII Education Service Center.

Proposed Superintendent Qualifications

See Attachments 15-16

The Academe NEXUS superintendent was certified for life in 2007 in the State of New York. He met Principal certification requirements in Texas but never applied. He worked as a school administrator in both charters and traditional school districts for seven years before moving to higher education where he has taught school leadership at the doctoral level for a decade. The skills, experience, and capacity to design, launch, and lead a high-quality school are part and parcel to his daily practice at multiple universities around the world.

The starting salary scale for all administrators at Academe NEXUS is the same but with different amounts of FTE commitments. The Principal is full time, the Teacher Leader and the Superintendent are one quarter time, and the School Business Officer is one half time. It is the superintendent that is reasonable with respect to estimated student enrollment.

It is the Board of Trustees that will determine a proactive leadership succession plan to ensure consistency in implementing the mission and vision of the school. It is expected that future candidates for these positions will be developed locally and will be encouraged to be drawn from institutions of higher education because the school by design is a NEXUS of leaders from higher education institutions.

The superintendent of Academe NEXUS will be expected to design supportive environmental conditions. Environments must be intellectually safe for students of color. The superintendent will develop training for educators to deal with micro-aggressions toward students of color, provide support for the development of social, emotional, and cognitive skills, habits, and provide productive instructional strategies that can help students of color engage in productive struggle for learning and expressing themselves (Hammond, 2019).

The superintendent must be familiar with instructional strategies at multiple performance levels, and that they should be able to recognize common misconceptions of cognitive science that relate to teaching and learning (Darling-Hammond et al., 2019).

The superintendent will:

- Work with teachers and administrators to design and manage personalized learning pathways aligned to competencies and learning progressions.
- Work with teachers and administrators to design learning experiences (units, projects and tasks) that promote culturally relevant learning, higher order thinking, enduring understanding and opportunities for application and extension.
- Design, integrate and implement differentiated and developmentally appropriate supports for all learners including language learners and learners with special needs.
- Curate content that supports learning pathways and experiences and promotes voice and choice for learners.

- Utilize culturally responsive strategies to ensure inclusive learning environments and supports for all learners, including language learners and learners with special needs.
- Promote collaboration and peer learning.
- Support positive identity development, including positive gender, racial and cultural identity.
- Create inclusive learning communities that help all learners feel accepted.
- Help learners develop their interests and aspirations and discover their potential.
- Manage the use of instructional resources to maximize learning, including time, technology, space and materials.
- Allocate resources through an equity lens to interrupt systemic inequities and ensure all learners have what they need to thrive.
- Integrate community assets, including families and partners, into learning as core resources.

Cervone, B., & Kathleen, C. (2012). Teachers at work: Six exemplars of everyday practice. Students at the center. Retrieved from <https://studentsatthecenterhub.org/wp-content/uploads/2015/10/ExecSumm-Teachers-at-Work.pdf>

Darling-Hammond, L. Flook, Lisa, Cook-Harvey, C., Barron, B. & Osher, D. (2019) Implications for educational practice of the science of learning and development, *Applied Developmental Science*. DOI: 10.1080/10888691.2018.1537791

Hammond, Z. (2019). Looking at SoLD through an equity lens: Will the science of learning and development be used to advance critical pedagogy, or will it be used to maintain inequity by design? *Applied Developmental Science*, 1-8.

Pace, L., & Worthen, M. (2014). Laying the foundation for competency education: A policy guide for the next generation educator workforce. Vienna, VA: iNACOL. Retrieved from <https://www.inacol.org/resource/laying-the-foundation-for-competency-education-a-policy-guide-for-the-next-generation-educator-workforce/>

Stanford Center for Opportunity Policy in Education. (2014). Enriching student-centered practices in your school. Retrieved from <https://edpolicy.stanford.edu/sites/default/files/scope-enriching-student-centered-practices.pdf>

Proposed Instructional Leadership Team

See Attachments 17-19

The instructional leadership team at Academe NEXUS has the collective qualifications (documented by curriculum vitae) to implement the proposed model successfully, including skills, experience, and capacities in areas such as school leadership, administration, and governance; curriculum, instruction, and assessment; data-driven decision making; special populations (including, but not limited to English learners and students with disabilities); professional development; performance management; experience in or knowledge of the target community; and parent and community engagement.

The support and evaluation of school leaders will be based at the institution of higher education where each leader attended and or worked. Professional development strategies will be individual decisions of each school leader based on their self-assessment and future plans regardless of how they align with the plans for Academe NEXUS. To be aligned with the school's mission and goals this strategy is how we manage leaders, teachers and students.

Superintendent

D.L. Bearden worked as a secondary school teacher beginning in 1990. He completed certification through a teaching assignment at Gary Job Corps Center in San Marcos, Texas and Southwest Texas State University. He obtained his principal and superintendent certification at State University of New York in 2007. He completed requirements for principal certification in Texas but never applied for that. His principal certification in New York is expired but his superintendent certification in New York is lifelong. He founded the Katherine Anne Porter School in Wimberley in 1998. He served as a school administrator at Johnston High School in 2005-2007 and then moved to higher education. He worked and continues to work as an adjunct professor at the graduate school level since then. His primary interest is K12 school administration with a focus on public school finance and equity and adequacy in the school finance system in Texas. His primary pedagogical / andragogical interests lie in virtual learning and competency-based curriculum development.

Principal

Adrienne Rison Isom studied under John Biggers at Texas Southern University. Her early career was as director of programming at Houston area television stations. She founded and served as president of the not-for-profit Wax Track Gallery International that was funded by the City of Austin Cultural Arts Division and Texas Commission for the Arts. She served on the Travis County Historical Commission for the last 10 years. She has a masters' degree from St. Edwards University and worked as an adjunct professor at University of Phoenix. She worked as a substitute teacher at Austin ISD, Pflugerville ISD, Manor ISD, and Del Valle ISD for over a decade. Her greatest achievements include sculptures of Jack Johnson and the Juneteenth sculptures developed for the Texas capitol complex and currently displayed at Carver Cultural

Center. Her writing includes a history of Alexander Hamilton published on Academia.com that generated tens of thousands of followers.

Teacher Leader

LaTasha Nikia Rodgers attended the Kealing magnet and graduate from LBJ High School. She studied at Howard University and then completed her teacher certification at Texas State University. She worked several years in the Pflugerville ISD as an after- school program coordinator and then taught at Manor ISD, Del Valle ISD and Pflugerville ISD. Her career focused on elementary education, secondary sports and English as a Second Language learners. The teachers the Teacher Leader will recommend for hire by Academe NEXUS will be required to be certified and to participate in training from Texas Virtual School Network. Learning Coaches will not be certified but will reflect the skill set that the Teacher Leader developed in after school programs and in athletics coaching.

Proposed Financial and Operations Leadership Teams

See Attachments 20-21

School Finance Officer

Rashidah Geraldine Alshams attended Kealing magnet, Benjamin Banneker Academic High School in Washington DC and graduated from Taylor High School in Katy, Texas. She attended Texas Tech University, Rutgers University and graduated from Texas Southern University. She worked at Wells Fargo Bank for several years in Washington DC and then launched a small business in Texas.

Financial resource management

School business officials must be able to demonstrate, understand, and comprehend the principles associated with school finance, budgeting, financial planning, accounting, auditing, financial reporting, cash management, investments, debt management, and technology for school business operations. Principles of School Finance The school finance official understands and demonstrates the ability to:

- Recognize and forecast the major sources of revenue available to the school district from local and national governments and other sources.
- Analyze the impact of shifts in local and national funding and the effect on local spending plans.
- Apply multiple techniques for identifying expenditures across cost centers and programs.
- Recognize and analyze significant social, demographic, and economic changes that may impact the financial plan of the district. Budgeting and Financial Planning The school business official understands and demonstrates the ability to
- Prepare a budget calendar to meet the time constraints of budget preparation.
- Use multiple approaches to determine reliable enrollment and personnel projections.
- Forecast anticipated expenditures by program.
- Identify various methods of budget analysis and management.
- Apply statistical process control techniques for budgetary analysis.
- Apply the legal requirements for budget adoption.
- Prepare revenue projections and estimates of expenditures for school sites and district-wide budgets.
- Recognize and explain internal and external influences on the budget.
- Maximize state/provincial/national aids for the district.
- Communicate the relationship between programs, revenues, and appropriations of the school district to the stakeholders.
- Develop multi-year budgets that serve as a communications tool for the stakeholders.
- Develop a financial model to monitor a school district's financial health.

Association of School Business Officials International (<https://asbointl.org/certification>)

PEIMS Coordinator

Richard Comey worked as PEIMS Coordinator for Texas Empowerment Academy for several years.

It is the Public Education Information Management System Coordinator's responsibility to ensure that the basis used to record, and process attendance accounting data meets the standard set forth in this *Student Attendance Accounting Handbook*ⁱ.

School personnel must create the original documentation of attendance at the time of attendance. Original documentation may not be created after the fact.

The PEIMS Coordinator must maintain a procedures manual that provides specific, detailed information on the school's attendance accounting system. This procedure manual must include the following information:

1. Student Data Management -- Oversee the ongoing accuracy of all student records including but not limited to: cumulative folders, record requests, transcripts, report cards/progress reports, student health, medication and allergy records, and student attendance data. Work with the Principal to manage the student data that is reported to TEA.
2. Registration and Enrollment -- Ensure a successful student enrollment process and maintain a robust student waitlist in coordination with the Principal. -- Oversee the student registration process to ensure that all required data and documents are collected and accurately entered in the school information system. Manage the student withdrawal process.
3. Collect all data required for PEIMS submissions in compliance with state guidelines -- Organize data required for PEIMS submissions in accordance with PEIMS data standards. Submit regular PEIMS reports to state agencies.

Promesa Academy San Antonio. (2019). School Spring. Retrieved from <https://g.co/kgs/6kC7y5>

The student attendance data asked for in an audit must be organized into three distinct data sets: the Student Detail Report, the Campus Summary Report(s), and the District Summary Report. The PEIMS Coordinator must generate Student Detail Reports, Campus Summary Reports, and District Summary Reports each 6-week reporting period.

Data totals for all Student Detail Reports must add up to respective totals on the Campus Summary Report. Student detail must be summarized by individual tracks.

Performance Management

The Texas Education Agency allows open-enrollment charter schools to develop local accountability system plans for their campuses. The Superintendent is responsible for developing a plan for Academe NEXJS. Once approved by the TEA, it is expected that a plan be operational and relatively unchanged for three to five years.

The Superintendent is responsible for preparation and administration of the State of Texas Assessments of Academic Readiness Alternate test. The Superintendent leads a team of faculty that determines whether any student meets the specific eligibility criteria and, if so, submits an Accommodation Request Form to TEA. The Superintendent must assure the school accommodates English learners (ELs) who require additional resources for alternate examinations and the Texas English Language Proficiency Assessment System (TELPAS).

- STAAR Alternate 2
- Texas English Language Proficiency Assessment System (TELPAS)
- TELPAS Alternate

The Superintendent must assist students receiving services under section 504 of the Individuals with Disabilities Education Act (IDEA) and students receiving Special Education Services. The admission, review, and dismissal (ARD) committee makes educational decisions for a student with a disability, including decisions related to state assessments and decisions related to graduation requirements. Language Proficiency Assessment Committee (LPAC) makes decisions regarding English language learners.

The Principal is responsible for accommodating the general population of students in the school that take the State of Texas Assessments of Academic Readiness (STAAR®), and the Texas Assessment of Knowledge and Skills (TAKS).

Talent Management and Development

Talent Management

See Attachments 22-23

The Teacher Leader is responsible for talent management and development. The standards for this position are drawn from the Interstate School Leaders Licensure Consortium (ISLLC) 2011 Teacher Leader Model Standards.

Standard 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders. Collaboratively develop and implement a shared vision and mission. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning. Create and implement plans to achieve goals. Promote continuous and sustainable improvement. Monitor and evaluate progress and revise plans

Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. Nurture and sustain a culture of collaboration, trust, learning, and high expectations. Create a comprehensive, rigorous, and coherent curricular program. Create a personalized and motivating learning environment for students. Supervise instruction. Develop assessment and accountability systems to monitor student progress. Develop the instructional and leadership capacity of staff. Maximize time spent on quality instruction. Promote the use of the most effective and appropriate technologies to support teaching and learning. Monitor and evaluate the impact of the instructional program.

Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment. Monitor and evaluate the management and operational systems. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources. Promote and protect the welfare and safety of students and staff. Develop the capacity for distributed leadership. Ensure teacher and organizational time is focused to support quality instruction and student learning.

Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources. Collect and analyze data and information pertinent to the educational environment. Promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources. Build and sustain positive relationships with families and caregivers. Build and sustain productive relationships with community partners.

Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner. Ensure a system of accountability for every student's academic and social success. Model principles of self-awareness, reflective practice, transparency, and ethical behavior. Safeguard the values of democracy, equity, and diversity. Consider and evaluate the potential moral and legal consequences of decision making. Promote social justice and ensure that individual student needs inform all aspects of schooling.

Standard 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context. Advocate for children, families, and caregivers. Act to influence local, district, state, and national decisions affecting student learning. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies.

Professional Staff Portfolio Evaluation Outline

1. Your Thoughts About Teaching

- A reflective “teaching statement” describing your personal teaching philosophy, strategies, and objectives.
- A personal statement describing your teaching goals for the next few years

2. Documentation of Your Teaching

- A list of courses taught or liaison assigned with enrollments and a description of your responsibilities
- Number of advisees by grade level
- Syllabi
- Course descriptions with details of content, objectives, methods, and procedures for evaluating student learning
- Reading lists
- Assignments
- Exams and quizzes, graded and ungraded
- Handouts, problem sets, lecture outlines
- Descriptions and examples of visual materials used
- Descriptions of uses of computers and other technology in teaching
- Videotapes of your teaching / training

3. Effectiveness

- Summarized student evaluations of teaching, including response rate and relationship to departmental average
- Written comments from students on class evaluations
- Comments from a peer observer or a colleague teaching the same course
- Statements from colleagues in the department or elsewhere, regarding the preparation of students for advanced work
- Letters from students, preferably unsolicited
- Letters from course head, division head or chairperson
- Statements from alumni
- Materials Demonstrating Student Learning
- Scores on standardized or other tests, before and after instruction
- Students’ lab books or other workbooks
- Students’ papers, essays, or creative works
- Graded work from the best and poorest students, with teacher’s feedback to students
- Instructor’s written feedback on student work

5. Activities to Improve the School

- Participation in seminars or professional meetings on teaching
- Design of new courses

- Design of interdisciplinary or collaborative courses or teaching projects
 - Use of new methods of teaching, assessing learning, grading
 - Preparation of a textbook, lab manual, courseware, etc.
 - Description of instructional improvement projects developed or carried out
6. Contributions to the Profession and/or Your Institution
- Publications in academic journals
 - Papers delivered
 - Reviews of forthcoming textbooks
 - Service on school committees
 - Assistance to colleagues on school matters
 - Work on curriculum revision or development
7. Honors, Awards, or Recognitions
- Awards from department, university or association
 - Awards from profession
 - Invitations based on reputation to consult, give workshops, write articles, etc.
 - Requests for advice by committees or other organized groups

Professional Development and Evaluation

See Attachment 24

Academe NEXUS will follow the guidelines of TxVSN prior to officially becoming part of the network.

Teaching Eligibility

Prior to teaching a course through the Texas Virtual School Network (TxVSN), online teachers must be

- Texas-certified in the course subject area and grade level taught or meet the credentialing requirements of the institution of higher education with which they are affiliated and that is serving as a TxVSN course provider; and
- have successfully completed approved professional development.

Professional Development Requirements

- Successfully complete a professional development course or program approved by TxVSN; or
- Have a graduate degree in online or distance learning;
- Have two or more years of documented experience teaching online courses for students in Grades 3-12; and
- Successfully complete continuing professional development specific to online learning every three years.

It is the responsibility of each online teacher to obtain documentation for any of the professional development options and maintain copies for their own records. Teachers should be aware that individual TxVSN Provider Districts may have additional policies and requirements when hiring online teachers. Quality professional development for online teachers is important to ensure quality teaching and learning. Research demonstrates that a teacher's skill in face-to-face teaching does not necessarily transfer to an online environment because in online instruction the teacher must combine both instructional and subject-area knowledge with a working knowledge of rapidly evolving online tools for communication and collaboration, content management, and assessment. For this reason, TxVSN-approved professional development for online teachers emphasizes the International Association for K-12 Online Learning (iNACOL) National Standards for Quality Online Teaching. Participants in this standards-based professional development learn research-based strategies for online course content development and adaptation, instructional design, technology tools, assessment strategies, and course management.

Linda Darling-Hammond advises that school administrators must support continuous improvement of teachers (Darling-Hammond, 2013). According to Darling-Hammond (2013) a professional development plan evaluates opportunities for teachers learning together to promote teachers' performance and improvement. We plan to link both formal professional development and job-embedded learning opportunities to the evaluation system. We believe feedback must be

accompanied by opportunities to learn. Our evaluations will trigger continuous goal-setting for areas teachers want to work on, specific professional development supports and coaching, and opportunities to share expertise, as part of recognizing teachers' strengths and needs (p. 99).

Darling-Hammond, L. (2013). *Getting teacher evaluation right: What really matters for effectiveness and improvement*. San Francisco: Jossey-Bass.

We adopted the Teacher Evaluation Summative Matrix below and a teacher self-evaluation tool found in Attachment 24.

Teacher Evaluation Summative Matrix

To use the Teacher Evaluation Summative Matrix, you need two pieces of information.

The teacher's observation and self-assessment results from the rubric makes up 80% of the summative score. The teacher's student growth results make up 20% of the summative score.

Teacher Evaluation Summative Matrix					
Well Above Expectations	Distinguished	Accomplished	Proficient	Proficient	Developing
Above Expectations	Distinguished	Accomplished	Proficient	Developing	Developing
At Expectations	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
Below Expectations	Accomplished	Accomplished	Proficient	Developing	Improvement Needed
Well Below Expectations	Accomplished	Proficient	Proficient	Developing	Improvement Needed

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Retention

Texas public school students are subject to compulsory attendance and schools are required to enforce the 90 percent attendance rule for credit in courses. Because Academe NEXUS is a multi-grade level campus there is no retention policy and students' progress at their own rate without regard to grade level. In the second year of operations Academe NEXUS will apply to become a half time virtual school where attendance is recorded as part of the assignment process without regard to seat time in a physical classroom.

In the Academe NEXUS multi-grade physical classroom there will be one non-certified teacher and the student will be assigned to work with certified teachers online in each subject area. The curriculum is comprehensive, and the rigorous effort of students is required to complete each course. There is nothing to prevent the student from accelerating course completion or taking longer to complete a course if it is academically appropriate.

Courses are time based because of teacher contracts. An example of a course timeline follows:

AP Calculus AB is a 36-week course with 10 units broken into two semesters (A & B) with 5 units during each semester. Each unit takes about 3 weeks to complete for advanced students at the 11th or 12th grade level and includes textbook readings, interactive exercises, threaded discussion, peer-to-peer learning, virtual class, and a quiz or assessment.

In order to complete a high school diploma student must complete 22 credits including four credits in English, three in each core subject area of math, science and social studies. Also, one credit is required in each of the following areas: fine arts, speech, and physical education. That leaves room for at least eight elective courses that the student chooses.

Advancement will only be made based on academic achievement. 1.Freshman 0-5 credits 2.Sophomore 6-13 credits 3.Junior 14-19 credits 4.Senior 20-26 credits The Recommended High School Program Texas high school graduation requires the following course completions: English Language Arts 1-4 Algebra 1-2, Geometry and a choice of one other math course World History, Geography, US History, Government and Economics Foreign Language 1-2 Physical Ed, Fine Arts, Speech and 5 or more elective courses Traditional Grade Point Average is calculated on the basis of 4.0 for regular classes and weighted to 6.0 for college level dual credit courses. GPA is determined by dividing the number of grade points by the number of credits earned. All grades are recorded in numeric value using a scale for GPA of 4 for A, 3 for B, 2 for C, 1 for D, and 0 for F. For schools to read and understand transcripts this system is universal for secondary school and university. Proficiency-based learning is based on students demonstrating understanding or mastery of the knowledge and skills. State learning standards determine academic expectations. The standard Carnegie unit is defined as 120 hours of contact time with an instructor. Reformers call that "seat time" because there is nothing that indicates learning is occurring based on time alone. We are moving away from the traditional grading, crediting, grade-promotion, and graduation systems based on contact hours with a teacher. Grades, credits, and decisions about grade promotion and graduation are based on students demonstrating proficiency in meeting required learning standards. This can be measured easily using a Learning Content Management System and cannot in a traditional classroom.

Operational and Financial Plans

School Calendar and Schedule

See Attachments 25-26

School will open in the middle of August and the school year will end at the end of May. The Board of Trustees will vote on the actual dates each year. Secondary school students are expected to complete six courses per year. Due to the flexibilities provided by the required 75,600 minutes of instructional time and the repeal of the seven-hour school day requirement by HB 2442, we may choose to release their students early from school and still receive full funding, so long as we meet certain requirements.

Classroom Learning Coaches provide group assistance via face to face classes and online Teachers via asynchronous classes for the 30-hour academic week. Our online learning is a blended robust instructional approach that takes advantage of the best elements of both settings. With TxVSN acceptance after the first-year virtual courses will move fully online half time. This blended model of distance learning proved to be the most successful strategy for secondary virtual schools according to the research (Watson, 2008). Students are expected to attend the face to face sessions in order to meet with Learning Coaches for course assistance. Tutoring, and instruction are the responsibility of the online Teachers. These online classes vary by subject and are scheduled by the Teacher. The Learning Coaches will meet with small groups of students between the hours of 9 a.m. and 4 p.m. weekdays.

Blended school gives parents and Learning Coaches the flexibility to arrange school schedules to fit student and parent needs around the family's lifestyle. Naturally, there are some limits, such as regularly scheduled classroom sessions and Teacher conferences. The number of fixed-schedule online meetings for students with Teachers depends on course enrollments.

Watson, J. (2008). Blended Learning: The Convergence of Online and Face-to-Face Education. Promising Practices in Online Learning. *North American Council for Online Learning*.

Student Recruitment and Enrollment

See Attachment 27

School Admissions Policy Anti-Discrimination

Academe NEXUS is an open enrollment public charter high school. The school prohibits discrimination in its admission policy based on gender, national origin, ethnicity, religion, disability, academic, artistic, or athletic ability or the district the student would otherwise attend. **Exclusion of Certain Students** The school reserves the right to exclude from admission all students with documented histories of a criminal offense, juvenile court adjudication or discipline problems under Education Code, Chapter 37, Subchapter A as authorized by the Education Code Section 12.111(a)(6)(A).

Student Application Period

Each year, the student application period for admission to the school will begin April 15 and end the last Thursday in the month of June. The last Friday in June, the school will review how many applications have been received for each class. If there are more spaces available than applications received, then all eligible students will be enrolled. If there are more applications received than spaces available, a lottery system will be utilized, in accordance with the procedures below, to determine who will be admitted in each class that has space.

Lottery

If a lottery is held, eligible applicants, who applied during the application period for the upcoming school year, will be accumulated and randomly ordered. The lottery will be conducted through the website www.random.org. The school registrar loads a list of all the names of the applicants and, after pressing a button, the website returns the list of names in random order. Each application will be assigned the number in the order that their name was returned. After all spaces are filled in our classes, the remaining names are placed on a waitlist in the order they were numbered. If a space becomes available during the school year, the next name on the list is given the spot. It is worth noting that specific classes often fill while other classes can still accept additional students. In these cases, class-specific waitlists are formed.

Applications Received After the Application Period

Applications for admission received after the deadline of the last Thursday in the month of June will be placed on the waitlist behind those applications previously drawn in the lottery. These later applications will be placed at the end of the waitlist in the order they are received. If, when this application for admission is received there is no waitlist, and there is space for the student, admission is immediately offered.

Application and Waitlist Expiration

Each year brings a new admissions and enrollment period and a new lottery; an application and the waitlist are only valid for one school year. Students on the waitlist who were not enrolled during the current school year on which they were wait-listed will need to reapply for admission for the following school year during the Application Period indicated above. Students who are already enrolled must inform the school of their intent to return by the end of the current school year. "Intent to return" forms are given out to all current students in early May.

Lottery Exemptions

Siblings of current students and children of founders, staff, and faculty members will have priority enrollment when the school can accommodate their individual class schedules. They will bypass the lottery and be first accepted for admission. Enrollment After a student is admitted, he or she must fill out an enrollment packet. School records such as transcripts and grades will be requested from the previous school through TRex (if previous school is in Texas) or fax (if previous school is out of state). Additionally, the student's immunization records, social security card, and birth certificate are required. The student, guardian(s), and school registrar will meet in person to set the student's school schedule and finalize enrollment.

Facility Acquisition

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

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

Facilities Identified

1. If the response to the question above was “yes,” enter the physical address of the identified campus facility to be used during Year 1 in the box below.

**Physical Address of
Facilities:**

Huston-Tillotson University 900 Chicon St, Austin, TX
78702 (teaching facility)

Southgate Lewis House Passon Historical Society 1501 E
12th St. Austin, TX 78702 (administrative facility)

2. Does the applicant currently own the property, plan to purchase it, or plan to lease it?

Currently Own ☐

Purchase ☐

Lease ☒

3. Has the building been issued a certificate of occupancy for educational use?

Yes ☒

No ☐

See Attachments 28-29

Facility Not Identified

1. Does the applicant intend to lease or purchase a property?

Lease ☐

Purchase ☐

N/A

Transportation

Academe NEXUS will utilize Capital Metro Pickup (<https://www.capmetro.org/pickup/>) to provide transportation services to those students who qualify according to their Individual Education Plan. For students who do not live in the Cap Metro service area and require transportation services, we will contract with private transportation provider Durham School Services at 2101 Crystal Bend Dr, Pflugerville, TX 78660.

Academe NEXUS will not offer transportation services to students who do not have an IEP that requires transportation services.

Start-up Plan

See Attachment 30

The year of 2020 will be a planning year with the start of classes in 2021. We will apply for a Public Charter School Program (PCSP) Start-Up Grant for charter schools authorized under Subchapters D. The purpose of the PCSP Start-Up Grant is to provide financial assistance for the planning, program design, and initial implementation of state-authorized charter schools.

Eligible applicants for this discretionary grant opportunity include: open-enrollment charter schools authorized by the commissioner of education under the Generation 25 charter application pursuant to the TEC, Chapter 12, Subchapter D, open-enrollment charter schools designated by the commissioner of education. We will be an open-enrollment charter school applying for a New School Designation for the 2021–2022 school year.

Our administrative office will not be used as classroom space and will not therefore require occupancy certification as an educational facility. We will share the building with the W.H. Passon Historical Society and only have a single office there for administrative purposes. Our classrooms will be at Huston-Tillotson University, which is an educational institution and Travis County Human Services facilities that will require inspection and approval for that purpose.

We will not pay salaries to administrators during the startup year and will utilize all of the startup grant funds to purchase equipment and to pay fees for inspections and improvements that are required for our facilities. We will pay rent and utilities at our administrative office.

Financial Planning

1. Identify the fiscal year for the **sponsoring entity**.

July 1-June 30 ☐

September 1-August 31 ☒

2. Identify the fiscal year for the proposed **charter school**.

July 1-June 30 ☐

September 1-August 31 ☒

See Attachments 31-37



The State of Texas
Secretary of State

CERTIFICATE OF INCORPORATION
OF

WAX TRACK GALLERY INTERNATIONAL
CHARTER NUMBER 01607066

THE UNDERSIGNED, AS SECRETARY OF STATE OF THE STATE OF TEXAS,
HEREBY CERTIFIES THAT THE ATTACHED ARTICLES OF INCORPORATION FOR THE
ABOVE NAMED CORPORATION HAVE BEEN RECEIVED IN THIS OFFICE AND ARE
FOUND TO CONFORM TO LAW.

ACCORDINGLY, THE UNDERSIGNED, AS SECRETARY OF STATE, AND BY VIRTUE
OF THE AUTHORITY VESTED IN THE SECRETARY BY LAW, HEREBY ISSUES THIS
CERTIFICATE OF INCORPORATION.

ISSUANCE OF THIS CERTIFICATE OF INCORPORATION DOES NOT AUTHORIZE
THE USE OF A CORPORATE NAME IN THIS STATE IN VIOLATION OF THE RIGHTS OF
ANOTHER UNDER THE FEDERAL TRADEMARK ACT OF 1946, THE TEXAS TRADEMARK LAW,
THE ASSUMED BUSINESS OR PROFESSIONAL NAME ACT OR THE COMMON LAW.

DATED NOV. 30, 2000

EFFECTIVE NOV. 30, 2000



A handwritten signature in black ink, appearing to read "Elton Bomer".

Elton Bomer, Secretary of State

ARTICLES OF INCORPORATION
OF
WAX TRACK GALLERY INTERNATIONAL

FILED
In the Office of the
Secretary of State of Texas

NOV 30 2000

The undersigned natural person of age of 21 years or more, who is a citizen of the State of Texas, acting as Incorporator desiring to form a Non-Profit Corporation under the Texas Non-Profit Corporation Act, do hereby adopt the following Articles of Incorporation and hereby certify:

ARTICLE ONE

NAME: The name of the corporation is Wax Track Gallery International.

ARTICLE TWO

DURATION: The period of duration is perpetual.

ARTICLE THREE

NON-PROFIT CORPORATION: The corporation is a non-profit corporation.

ARTICLE FOUR

The corporation is organized exclusively for charitable and educational purposes. To encourage and facilitate creation of multi-disciplinary art, culture, and related activities.

- (1) To foment artistic appreciation in a broad sector of the community.
- (2) To penetrate manifestations of contemporary artistic production and promote cultural heritage.
- (3) To offer educational programs in all areas of the arts as well as exhibitions, performances, etc.

- (4) To promote art and artists through the different means of communication as video, publications, etc.
- (5) To offer support to new artistic expression alternatives.
- (6) To do any and all things necessary and proper to accomplish the purposes herein expressed or implied or incidental thereto which non-profit corporations may do by virtue of the Texas Non-Profit Corporation Act.
- (7) This corporation is organized pursuant to the Texas Non-Profit Corporation Act and does not contemplate pecuniary gain or profit to the members thereof and is organized for non-profit purposes.
- (8) The corporation is organized and operated exclusively for charitable cultural, and educational purposes within the meaning of Section 501 (c)(3) of the Internal Revenue Code and its Regulation as they now exist or as they may hereafter be amended.

ARTICLE FIVE

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to, its officers, directors, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of one or more of its purposes. No substantial part of the activities of the corporation shall be the carrying on of attempts to influence legislation through propaganda or by other means, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of 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 of 1986 (or the corresponding provision or provisions of any future United States Internal Revenue Law) or (b) by a corporation, contributions to which are deductible under Section 170 (c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision or provisions of any future United States Internal Revenue Law).

ARTICLE SIX

Upon the dissolution of the corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all of the assets of the corporation exclusively for the purposes of the corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious, or scientific purposes as shall at the time qualify as an exempt organization or organizations under Section 501 (c)(3) of the Internal Revenue Code of 1954 (or the corresponding provision or provisions of any future United States Internal Revenue Law, as the Board of Directors shall determine. Any of such assets not so disposed shall be disposed of by a Texas District Court 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.

ARTICLE SEVEN

REGISTERED OFFICE: the street address of the initial registered office of corporation is 8404 Mayview Drive, Austin, TX 78724 and the name of its initial registered agent at such address is Adrienne D. Isom.

CORDTL CORPORATIONS SYSTEM DETAIL SCREEN

CHARTER NO.	CORPORATION TYPE	STATUS	ORIGINAL DOF	DURATION	HOME STATE
01607066	01 DOMESTIC NON-PROFIT	ACTIVE	11 30 2000	PER	

NAME EXTENSION NO: 01 DEAD DATE: 00 00 0000 DEAD CODE: CORPORATION NAME:
WAX TRACK GALLERY INTERNATIONAL
TAXPAYER ID: 00 00 0000000 0 DBA NAME:

REGISTERED AGENT NAME: ADRIENNE D. ISOM
REGISTERED OFFICE ADDRESS: 8404 MAYVIEW DRIVE
CITY: AUSTIN STATE: TX ZIPCODE: 78724
1ST INCORPORATOR NAME: ADRIENNE D. ISOM
CITY: AUSTIN STATE: TX
2ND INCORPORATOR NAME:
CITY: STATE:
3RD INCORPORATOR NAME:
CITY: STATE:

CAPITAL STOCK: SURVIVOR NAME:

NEXT OPTION: ENTER ONE: N= NAMES, O=NOTICES, P=PIR, D=DETAIL, A=AN DETAIL,
X=ASSUMED NAMES, H=HISTORY, R=REVERSE HISTORY, K=PENDING, S=SEARCH, OR M=MENU

WAX TRACK INTERNATIONAL GALLERY BY LAWS

WHEREAS, WAX TRACK INTERNATIONAL GALLERY was established in Austin, Travis County, Texas on March 20, 2000.

BE IT RESOLVED, that this organization is a Non-Profit Corporation with the purpose of providing the communities of Austin, Texas with educational services.

WHEREAS, the registered agent and office is Adrienne D. Isom, 8404 Mayview Drive, Austin, TX 78724.

WHEREAS all the services provided to the community is free of charge and professional services conducted for the ongoing of the corporation is strictly voluntary. Absolutely no board of directors member will be paid for their time or services.

LET IT BE KNOWN that regular monthly meetings of the corporation will be held the first Monday of the months of the year in which amendments to the By-laws can and will be made by majority vote only when a quorum of seven or more is present.

LET IT FURTHER BE KNOWN that an annual financial report of the corporation's fiscal year will be available for public view by August 30 of the following year. The annual fiscal report for the corporation will begin September 1 and end August 31 of each year.

BE IT RESOLVED that this corporation will have no class of membership and management of the affairs of the corporation will be conducted by the attached listing of the three (3) member Board of Directors.

BE IT FURTHER RESOLVED that upon dissolution of this corporation its assets will be distributed only by the terms described in Article 6.02 of the Texas Non-Profit Corporation Act and Section (c)(3) of the Internal Revenue Code of 1986.

WHEREAS the By-Laws for Kenny Dorham School for the Performing Arts is adopted by its Board of Directors and signed by the offices of President, Secretary and Treasurer of the Board.

Adopted, signed and approved by Kenny Dorham School for the Performing Arts, Board of Directors this 20th day of March, 2000.


Adrienne D. Isom, President

Management of the affairs of the corporation is to be vested in the members of the corporation.

ARTICLE EIGHT

The name and street address of each incorporator is:

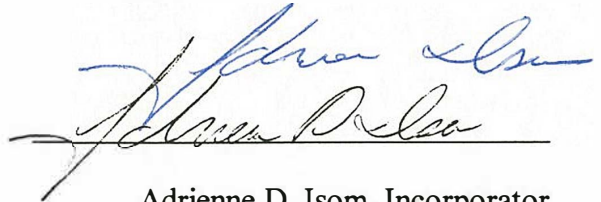
Adrienne D. Isom, 8404 Mayview Drive, Austin, TX 78724.

ARTICLE NINE

The undersigned incorporator shall constitute the original members of the Corporation. Such other persons shall be admitted to membership in the manner provided by the by-laws.

ARTICLE TEN

The internal affairs of the Corporation shall be regulated in the manner, and under the provisions, set forth, and described, in the by-laws adopted and as thereafter amended.



Adrienne D. Isom, Incorporator

THE STATE OF TEXAS

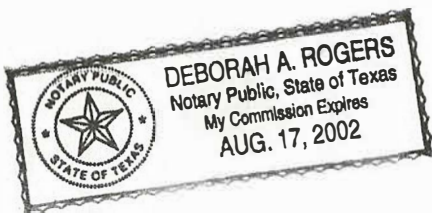
COUNTY OF TRAVIS

I, Deborah A Rogers, a Notary Public in and for the above mentioned County and State, do hereby certify that on the 9th day of July, ²⁰⁰¹~~2000~~, personally appeared before Adrienne D. Isom, who being by me first duly sworn, declared that they are the persons who signed the foregoing document as incorporator, and that the statements therein contained are true.

In witness whereof, I have hereunto signed and set my hand and seal of office this

9th day of July, ~~2000~~²⁰⁰¹, the day and year written above.

IN WITNESS WHEREOF, we have hereunto set our hands, the _____ day
of _____, 2000.



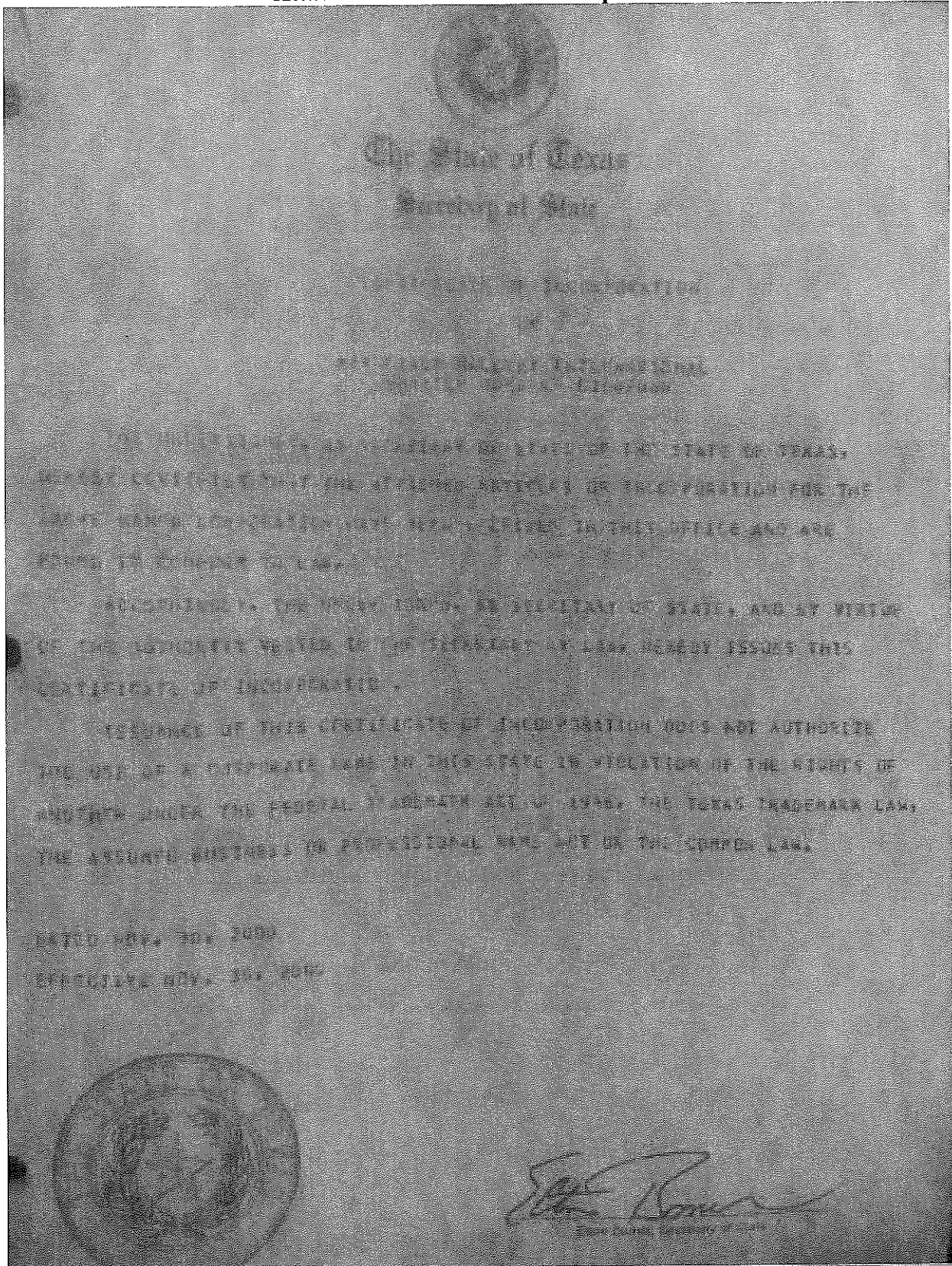
Deborah A. Rogers

Notary Public in and for

Travis County, Texas

My commission expires: _____

Attachments
Attachment 1: Articles of Incorporation



ARTICLES OF INCORPORATION
OF
WAX TRACK GALLERY INTERNATIONAL

FILED
in the Office of the
Secretary of State of Texas

NOV 30 2000

The undersigned natural person or persons of age of 21 years or more, who is or citizens of the State of Texas, acting as incorporator, desire to form a Non-Profit Corporation under the Texas Non-Profit Corporation Act, do hereby adopt the following Articles of Incorporation and hereby certify:

ARTICLE ONE

NAME: The name of the corporation is Wax Track Gallery International.

ARTICLE TWO

DURATION: The period of duration is perpetual.

ARTICLE THREE

NON-PROFIT CORPORATION: The corporation is a non-profit corporation.

ARTICLE FOUR

The corporation is organized exclusively for charitable and educational purposes. To encourage and facilitate creation of multi-disciplinary art, culture, and related activities.

- (1) To foment artistic appreciation in a broad sector of the community.
- (2) To penetrate manifestations of contemporary artistic production and promote cultural heritage.
- (3) To offer educational programs in all areas of the arts as well as exhibitions, performances, etc.

- (b) To carry out its purposes through the different means of communication that is the political arena;
- (c) To offer support to new artistic expression alternatives;
- (d) To do any and all things necessary and proper to accomplish the purposes herein expressed or implied or incidental thereto which non-profit corporations may do by virtue of the Texas Non-Profit Corporation Act;
- (e) This corporation is organized pursuant to the Texas Non-Profit Corporation Act and does not contemplate pecuniary gain or profit to the members thereof and is organized for non-profit purposes;
- (f) The corporation is organized and operated exclusively for charitable cultural and educational purposes within the meaning of Section 501 (c)(3) of the Internal Revenue Code and its Regulation as they may exist or as they may hereafter be amended.

ARTICLE FIVE

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to, its officers, directors, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of one or more of its purposes. No substantial part of the activities of the corporation shall be the carrying on of attempts to influence legislation through propaganda or by other means, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not

contributions to the corporation shall be a corporate contribution from Federal Income Tax under Section 170(e)(1)(B) of the Internal Revenue Code of 1986 (or the corresponding provision of the Code of any future United States Internal Revenue Law) or (b) by a corporation, contributions of which are deductible under Section 170(e)(2) of the Internal Revenue Code of 1986 (or the corresponding provision or provisions of any future United States Internal Revenue Law).

ARTICLE SIX

Upon the dissolution of the corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all of the assets of the corporation exclusively for the purposes of the corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious, or scientific purposes as shall at the time qualify as an exempt organization or organizations under Section 501 (c)(3) of the Internal Revenue Code of 1954 (or the corresponding provision or provisions of any future United States Internal Revenue Law, as the Board of Directors shall determine. Any of such assets not so disposed shall be disposed of by a Texas District Court 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.

ARTICLE SEVEN

REGISTERED OFFICE: the street address of the initial registered office of corporation is 8404 Mayview Drive, Austin, TX 78724 and the name of its initial registered agent at such address is Adrienne D. Isom.

1. NAME: [REDACTED] 2. TYPE: [REDACTED] 3. STATE: [REDACTED] 4. ORIGINAL ID: [REDACTED] 5. ORIGIN: [REDACTED] 6. STATE: [REDACTED]

7. FIRST NAME: [REDACTED] 8. LAST NAME: [REDACTED] 9. DOB: [REDACTED] 10. SSN: [REDACTED] 11. CORPORATION NAME: [REDACTED]

12. TRADE NAME: [REDACTED] 13. INTERNATIONAL: [REDACTED] 14. DBA NAME: [REDACTED]

15. REGISTERED AGENT NAME: [REDACTED] 16. ADDRESS: [REDACTED] 17. CITY: [REDACTED] 18. STATE: [REDACTED] 19. ZIP CODE: [REDACTED]

20. 1ST INCORPORATION NAME: [REDACTED] 21. ADDRESS: [REDACTED] 22. CITY: [REDACTED] 23. STATE: [REDACTED]

24. 2ND INCORPORATION NAME: [REDACTED] 25. ADDRESS: [REDACTED] 26. CITY: [REDACTED] 27. STATE: [REDACTED]

28. 3RD INCORPORATION NAME: [REDACTED] 29. ADDRESS: [REDACTED] 30. CITY: [REDACTED] 31. STATE: [REDACTED]

32. CAPITAL STOCK: [REDACTED] 33. SURVIVOR NAME: [REDACTED]

NEXT OPTION: ENTER ONE: N=NEW, O=NOTICE, P=PIR, D=DETAIL, A=AN DETAIL, X=ASSUMED NAMES, H=HISTORY, R=REVERSE HISTORY, K=PENDING, S=SEARCH, OR M=MENU

Attachment 2: 501(c)(3) Determination Letter

DEPARTMENT OF THE TREASURY

INTERNAL REVENUE SERVICE
P. O. Box 7598
CINCINNATI, OH 45201

Date: MAR 14 2006

WAX TRUCK GALLERY INTERNATIONAL
8404 MAYVIEW DR
AUSTIN, TX 78724-8000

Employer Identification Number:
31-1791149
DLN:
17053056772046
Contact Person:
SHAREN J LOCKLEAR
Contact Telephone Number:
(877) 829-5565
Public Charity Status:
170 (b) (1) (A) (vi)

Dear Applicant:

Our letter dated March 2001, stated you would be exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code, and you would be treated as a public charity, rather than as a private foundation, during an advance ruling period.

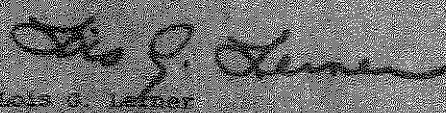
Based on the information you submitted, our letter dated February 2006 in which you were presumed to be a private foundation is hereby superseded. You are classified as a public charity under the Code section listed in the heading of this letter. Since your exempt status was not under consideration, you continue to be classified as an organization exempt from Federal income tax under section 501(c)(3) of the Code.

Publication 557, Tax-Exempt Status for Your Organization, provides detailed information about your rights and responsibilities as an exempt organization. You may request a copy by calling the toll-free number for forms, (800) 829-1676. Information is also available on our Internet Web Site at www.irs.gov.

If you have general questions about exempt organizations, please call our toll-free number shown in the heading.

Please keep this letter in your permanent records.

Sincerely yours,


Lois G. Lerner
Director, Exempt Organizations--
Rulings and Agreements

GEN25 APP INFO SESSION
OCT 18 '19 AM 9:28

Texas Education Agency
Division of Charter School Administration

Generation Twenty-Five Applicant Information Session Registration Form

NT

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 along with the completed application.

Attendance by one governing board member of the sponsoring entity is required. Proof of attendance will be provided to attendees for inclusion as Attachment 3 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: ACADEMY NEXUS CHARTER

Sponsoring Entity Name as reflected on the 501(c)(3) form: Wax Track Gallery International

Application Contact Name: DR DAVID BEARDEN

Title/Role: DBEARDENPHD@GMAIL.COM / adrienne-rison@hotmail.com

Email: DBEARDENPHD@GMAIL.COM Phone: adrienne-rison@hotmail.com

Board Member Attending: ADRIENNE RISON-150M NT

Board Member Attending: RICHARD CONEY ICC

Board Member Attending: _____

Board Member Attending: _____

Board Member Attending: NT

Date of Session: ☒ Friday, October 18, 2019, 8:00 a.m. - 4:30 p.m.
☐ Friday, November 1, 2019, 8:00 a.m. - 4:30 p.m.

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
Drue Ann Wise at 512-463-3419 or DrueAnn.Wise@tea.texas.gov

Generation 25: Academe NEXUS

Attachment 4: Evidence of Community Demand

Evidence of support

Academe NEXUS charter school meets my needs



Academe NEXUS sent this message to selected adults living in Travis County Texas regarding

Support Academe NEXUS charter school

Academe NEXUS launched this message addressed to selected adults in Travis County regarding an application for a charter school to the Texas Education Agency to show there is support for the proposed school that will serve all of Travis County Texas. The proposed free public school is a grade 6-12 secondary school proposed to serve students who live in Travis County.

Academe NEXUS will provide middle and high school students education that offers academic rigor, inquiry-based experiential learning and character development education. This education will benefit students by preparing them to be lifelong learners ready for success in college, career and beyond.

Vision and Mission

Academe NEXUS provides a content-rich web-based curriculum to serve grades 6-12 with adaptive lessons taught by certified teachers blended with a disciplined traditional curriculum. Academe NEXUS's identified population is not restricted to higher performing students but will offer a challenging curriculum in various disciplines. These students are typically isolated from their learner communities by institutional barriers. These students are highly motivated in the pursuit of their goals. With your support, Academe NEXUS will become a Texas Virtual School Network provider district after the initial year and meeting all requirements as a traditional public school.

11 signed in agreement

Comments

Andre Rodgers

I support Texas charter schools.



DL Bearden

The Old Anderson High School was the center of the community.

Meeting agenda

1. Introduction of the proposal for a traditional charter school at Huston-Tillotson University to be the precursor to a hybrid virtual school in the second year of operation.
2. Question and answers from the public.

Dual Credit FAQ

- Do students taking credit courses through the TXVSN statewide catalog have to meet the same eligibility requirements as students taking face-to-face-dual credit courses?
- Yes. The district or open enrollment charter school must ensure the student's eligibility for dual credit, have an articulation agreement with the college or university, and facilitate application to and enrollment with the college or university. A link to the provider's website for registration instructions is provided for each course in the course catalog details.
- Are the Texas Essential Knowledge and Skills covered in the dual credit courses in the TXVSN statewide catalog?
- Yes, but because the student taking a dual credit course must be college ready, content and instruction will be advanced beyond, or in greater depth than, the Texas Essential Knowledge and Skills (TEKS).
- How many dual credit courses may a student take through the TXVSN statewide catalog?
- Prior to the beginning of the 2015-2016 school year, the Texas Higher Education Coordinating Board adopted administrative rules that limited high school junior and senior students to no more than two dual credit courses per semester for high school students.

However, House Bill 505 amended Subsection 28.009(b) of education code to prohibit any administrative rules that limited the number of dual credit courses or hours in which a student may enroll while in high school or the grade levels at which a high school student may be eligible to enroll in a dual credit course.

It is important to note that students must demonstrate college-readiness in order to qualify for the opportunity to take dual credit courses.

- Must a district or open-enrollment charter school have an agreement with the TXVSN dual credit provider selected or is that covered in the agreement with the TXVSN?
- The Texas Administrative Code, 4.84 and 9.144, requires that any dual credit partnership between a secondary school and a public college include a written agreement (often referred to as an articulation agreement, an institutional agreement, or a partnership agreement) approved by the governing boards or designated authorities of both institutions. The TXVSN Agreement does not replace the agreement between the higher education institution and the secondary school.

Attachment 5: Certified Mail Receipt Cards

Certified Mail Return Receipt Card	Certified Mail Receipt
7019 1640 0000 5503 2595	- Pflugerville ISD
7019 1640 0000 5503 2601	- Del Valle ISD
7019 1640 0000 5503 2625	- Austin ISD
7019 1640 0000 5503 2618	- Manor ISD
7019 1640 0000 5503 2632	- Eanes ISD
7019 1640 0000 5503 2649	- Lago Vista ISD
7019 1640 0000 5503 2656	- Lake Travis ISD
7019 1640 0000 5503 2663	- State Senator Kirk Watson
7019 1640 0000 5503 2670	- State Rep. Donna Howard
7019 1640 0000 5503 2687	- State Rep. Sheryl Cole
7019 1640 0000 5503 2694	- State Rep. Vikki Goodwin
7019 1640 0000 5503 2700	- State Rep. Gina Hinojosa
7019 1640 0000 5503 2717	- State Rep. Celia Israel
7019 1640 0000 5503 2724	- State Rep. Eddie Rodriguez
7019 1640 0000 5503 2731	- Tom Maynard, State Board of Education
7019 1640 0000 5503 2748	- Austin Oaks
7019 1640 0000 5503 2755	- Cedar Park Charter Academy
7019 1640 0000 5503 2762	- Chapparral Star Academy
7019 1640 0000 5503 2779	- George M Kozmetsky School
7019 1640 0000 5503 2786	- Harmony Science Academy
7019 1640 0000 5503 2793	- Idea College Preparatory
7019 1640 0000 5503 2809	- Munday
7019 1640 0000 5503 2816	- Nyps Charter School
7019 1640 0000 5503 2823	- Premier HS of Austin
7019 1640 0000 5503 2830	- Vista Academy of Austin - Mueller
7019 1640 0000 5503 2847	- Wayside Sci-Tech Middle & HS

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

SAN ANTONIO, TX 78278

Certified Mail Fee \$3.55
Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$0.00
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00
Postage \$0.55
Total Postage and Fees \$4.10

Sent To Ken Mercer
Street and Apt. No., or PO Box No. P.O. Box 781301
City, State, ZIP+4® San Antonio, TX 78278-1301

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

U.S. Postal Service™
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Domestic Mail Only

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

AUSTIN, TX 78711

Certified Mail Fee \$3.55
Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$0.00
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00
Postage \$0.55
Total Postage and Fees \$4.10

Sent To Dawn Buckingham
Street and Apt. No., or PO Box No. P.O. Box 12068 Capitol Station
City, State, ZIP+4® Austin, TX 78711

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

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

AUSTIN, TX 78711

Certified Mail Fee \$3.55
Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$0.00
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00
Postage \$0.55
Total Postage and Fees \$4.10

Sent To Donna Campbell
Street and Apt. No., or PO Box No. P.O. Box 12068 Capitol Station
City, State, ZIP+4® Austin, TX 78711

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

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

AUSTIN, TX 78768

Certified Mail Fee \$3.55
Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$0.00
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00
Postage \$0.55
Total Postage and Fees \$4.10

Sent To James Talarico
Street and Apt. No., or PO Box No. P.O. Box 2910
City, State, ZIP+4® Austin, TX 78768

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

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

AUSTIN, TX 78711

Certified Mail Fee \$3.55
Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$0.00
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00
Postage \$0.55
Total Postage and Fees \$4.10

Sent To Charles Schwertner
Street and Apt. No., or PO Box No. P.O. Box 12068 Capitol Station
City, State, ZIP+4® Austin, TX 78711

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

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

AUSTIN, TX 78711

Certified Mail Fee \$3.55
Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$0.00
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00
Postage \$0.55
Total Postage and Fees \$4.10

Sent To Judith Zaffirini
Street and Apt. No., or PO Box No. P.O. Box 12068 Capitol Station
City, State, ZIP+4® Austin, TX 78711

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

1217 1640 0000 5503 2830

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

AUSTIN, TX 78702

OFFICIAL USE

Certified Mail Fee	\$3.50	0153
\$	\$0.00	27
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	\$0.55	
Total Postage and Fees	\$4.05	
Postmark Here		
12/17/2019		
Sent To		
George M. Kozmetsky School		
Street and Apt. No., or PO Box No.		
2200 E 6th Street		
City, State, ZIP+4®		
Austin, TX 78702		
PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions		

1217 1640 0000 5503 2830

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CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

AUSTIN, TX 78723

OFFICIAL USE

Certified Mail Fee	\$3.50	0153
\$	\$0.00	27
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	\$0.55	
Total Postage and Fees	\$4.05	
Postmark Here		
12/17/2019		
Sent To		
Vista Academy of Austin-Mueller		
Street and Apt. No., or PO Box No.		
1504 E 51st Street, Bldg E		
City, State, ZIP+4®		
Austin, TX 78723		
PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions		

1217 1640 0000 5503 2830

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AUSTIN, TX 78753

OFFICIAL USE

Certified Mail Fee	\$3.50	0153
\$	\$0.00	27
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	\$0.55	
Total Postage and Fees	\$4.05	
Postmark Here		
12/17/2019		
Sent To		
Nyas Charter School, TX		
Street and Apt. No., or PO Box No.		
12301 N. Lamar Blvd		
City, State, ZIP+4®		
Austin, TX 78753		
PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions		

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AUSTIN, TX 78704

OFFICIAL USE

Certified Mail Fee	\$3.50	0153
\$	\$0.00	27
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	\$0.55	
Total Postage and Fees	\$4.05	
Postmark Here		
12/17/2019		
Sent To		
Premier HS of Austin		
Street and Apt. No., or PO Box No.		
1101 W Ben White Blvd, #100a		
City, State, ZIP+4®		
Austin, TX 78704		
PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions		

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AUSTIN, TX 78723

OFFICIAL USE

Certified Mail Fee	\$3.50	0153
\$	\$0.00	27
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	\$0.55	
Total Postage and Fees	\$4.05	
Postmark Here		
12/17/2019		
Sent To		
Munday		
Street and Apt. No., or PO Box No.		
4800 Manor Road		
City, State, ZIP+4®		
Austin, TX 78723		
PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions		

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AUSTIN, TX 78721

OFFICIAL USE

Certified Mail Fee	\$3.50	0153
\$	\$0.00	27
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	\$0.55	
Total Postage and Fees	\$4.05	
Postmark Here		
12/17/2019		
Sent To		
Idea College Preparatory		
Street and Apt. No., or PO Box No.		
5816 Wilcab Road		
City, State, ZIP+4®		
Austin, TX 78721		
PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions		

7019 1640 0000 5503 2762
7019 1640 0000 5503 2748
7019 1640 0000 5503 2724

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AUSTIN, TX 78728

Certified Mail Fee	\$3.50	0153
Postage	\$0.55	27
Total Postage and Fees	\$4.05	

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

Postmark Here
12/17/2019

Sent To: **Harmony Science Academy**
1421 Wells Branch Pkwy W Ste 200
Pflugerville, TX 78660
City, State, ZIP+4®
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AUSTIN, TX 78728

Certified Mail Fee	\$3.50	0153
Postage	\$0.55	27
Total Postage and Fees	\$4.05	

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

Postmark Here
12/17/2019

Sent To: **Chaparral Star Academy**
14046 Summit Dr.
Austin, TX 78728
City, State, ZIP+4®
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CEDAR PARK, TX 78613

Certified Mail Fee	\$3.50	0153
Postage	\$0.55	27
Total Postage and Fees	\$4.05	

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

Postmark Here
12/17/2019

Sent To: **Cedar Park Charter Academy**
201 Buttercup Creek Blvd
Cedar Park, TX 78613
City, State, ZIP+4®
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AUSTIN, TX 78745

Certified Mail Fee	\$3.50	0153
Postage	\$0.55	27
Total Postage and Fees	\$4.05	

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

Postmark Here
12/17/2019

Sent To: **Austin Oaks**
1401 W. Stassney Lane
Austin TX 78745
City, State, ZIP+4®
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FLORENCE, TX 76527

Certified Mail Fee	\$3.50	0153
Postage	\$0.55	27
Total Postage and Fees	\$4.05	

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

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Sent To: **Tom Maynard State Board of Education**
PO Box 625
Florence, TX 76527
City, State, ZIP+4®
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AUSTIN, TX 78768

Certified Mail Fee	\$3.50	0153
Postage	\$0.55	27
Total Postage and Fees	\$4.05	

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

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Sent To: **State Rep. Eddie Rodriguez**
Room 45.5 PO BOX 2910
Austin TX 78768
City, State, ZIP+4®
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OFFICIAL USE

Certified Mail Fee	\$3.50
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	\$0.55
Total Postage and Fees	\$4.05

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Send to: State Rep. Celia Israel
Room E2.214 PO BOX 2910
Austin TX 78768

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OFFICIAL USE

Certified Mail Fee	\$3.50
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	\$0.55
Total Postage and Fees	\$4.05

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Send to: State Rep. Vikki Goodwin
Room E2.420 PO BOX 2910
Austin TX 78768

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1640 0000 5503 2663

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AUSTIN, TX 78768

OFFICIAL USE

Certified Mail Fee	\$3.50
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	\$0.55
Total Postage and Fees	\$4.05

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12/17/2019

Send to: State Rep. Donna Howard
Room E1.504 PO BOX 2910
Austin TX 78768

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AUSTIN, TX 78768

OFFICIAL USE

Certified Mail Fee	\$3.50
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	\$0.55
Total Postage and Fees	\$4.05

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Send to: State Rep. Linda Hinojosa
Room E2.314 PO BOX 2910
Austin TX 78768

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AUSTIN, TX 78768

OFFICIAL USE

Certified Mail Fee	\$3.50
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	\$0.55
Total Postage and Fees	\$4.05

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Send to: State Rep. Sheryl Cole
Room E2.218 PO BOX 2910
Austin TX 78768

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AUSTIN, TX 78711

OFFICIAL USE

Certified Mail Fee	\$3.50
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	\$0.55
Total Postage and Fees	\$4.05

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Send to: State Senator Kirk Watson
Capital
City, State, ZIP+4®

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AUSTIN, TX 78738

OFFICIAL USE

Certified Mail Fee \$3.50
 Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$0.00
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00
 Postage \$0.55
 Total Postage and Fees \$4.05

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Sent To **President Board of Trustees LTISD**
 Street and Apt. No., or PO Box No.
3312 Ranch Road 620 South
 City, State, ZIP+4®
Austin TX 78738
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LEANDER, TX 78445

OFFICIAL USE

Certified Mail Fee \$3.50
 Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$0.00
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00
 Postage \$0.55
 Total Postage and Fees \$4.05

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Sent To **President Board of Trustees LVISD**
 Street and Apt. No., or PO Box No.
8039 Bar-K Ranch Road
 City, State, ZIP+4®
Lago Vista TX 78645
 PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

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AUSTIN, TX 78746

OFFICIAL USE

Certified Mail Fee \$3.50
 Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$0.00
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00
 Postage \$0.55
 Total Postage and Fees \$4.05

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 12/17/2019

Sent To **President Board of Trustees EJSD**
 Street and Apt. No., or PO Box No.
601 Camp Creek Road
 City, State, ZIP+4®
Austin TX 78746
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MANOR, TX 78653

OFFICIAL USE

Certified Mail Fee \$3.50
 Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$0.00
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00
 Postage \$0.55
 Total Postage and Fees \$4.05

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Sent To **President Board of Trustees Manor ISD**
 Street and Apt. No., or PO Box No.
10535 US HWY 290E
 City, State, ZIP+4®
Manor TX 78653
 PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

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PFLUGERVILLE, TX 78660

OFFICIAL USE

Certified Mail Fee \$3.50
 Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$0.00
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00
 Postage \$0.55
 Total Postage and Fees \$4.05

Postmark Here
 DEC 17 2019
 12/17/2019

Sent To **President Board of Trustees, PFISD**
 Street and Apt. No., or PO Box No.
1401 W. Pecan
 City, State, ZIP+4®
Pflugerville TX 78660
 PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

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AUSTIN, TX 78704

OFFICIAL USE

Certified Mail Fee \$3.50
 Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$0.00
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00
 Postage \$0.55
 Total Postage and Fees \$4.05

Postmark Here
 DEC 17 2019
 12/17/2019

Sent To **President Board of Trustees AISD**
 Street and Apt. No., or PO Box No.
4000 S. I-H 35 Frontage Road
 City, State, ZIP+4®
Austin TX 78704
 PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

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DEL VALLE, TX 78617	
Certified Mail Fee	\$3.50
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	\$0.55
Total Postage and Fees	\$4.05
Sent To: President Board of Trustees DVISD	
Street and Apt. No., or PO Box No. 5301 Ross Rd.	
City, State, ZIP+4® Del Valle, TX 78617	

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For delivery information, visit our website at www.usps.com ®	
AUSTIN, TX 78744	
Certified Mail Fee	\$3.50
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	\$0.55
Total Postage and Fees	\$4.05
Sent To: Wayside Sci-Tech Middle + HS	
Street and Apt. No., or PO Box No. 6405 SH 35 Frontage Road	
City, State, ZIP+4® Austin, TX 78744	

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Classifieds

TAYLOR PRESS

Wednesday, Dec. 25, 2019

(512) 352-8535

www.TaylorPress.net • classified@taylorpress.net

15

Set up your ad easily
& pay online with Taylor Press.

www.TaylorPress.net

Click on Submit Classifieds

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DEADLINE NOTICE:
Monday @ noon for Wednesday edition
Thursday @ noon for Sunday edition

Garage Sale rates:
\$13 - 1 day - 20 words or less
30 cents for each additional word
Due Monday @ noon

Lost & Found/Giving away for FREE
No charge for two runs - 25 word max

Tribute (Card of Thanks,
prayers or memorials) rates:
\$15 for the first 50 words,
20 cents for each additional word

Please report errors immediately!
The Press is not responsible for more than one
incorrect insertion of any advertisement. It is the
advertiser's responsibility to check their ad the first
day of publication for typographical errors.
Report any errors to the Classified Department
Monday-Friday - 8am-5pm - (512) 352-8535

MISCELLANEOUS FOR SALE

FOR SALE: 55 gallon ink drums \$10, wood pallets \$2, and end rolls \$5. Call Granite Printing, 512-352-3687, or come by 2675 CR 374, Circleville, TX.

Portable Storage Buildings, wood 10'x16' - \$1,850 and 12'x24' - \$2,600. Set up included. (512) 748-4003

AUTOMOBILES

We pay cash for junk cars, with/without titles. You call, we haul. 254-913-9613

DIRT, SAND & GRAVEL

ROWE GRAVEL CO. Since 1965 sand gravel, topsoil-fill, crushed stone. Delivered, 1400 S. Main St., Taylor, (512) 352-3124

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Eulenfeld Construction
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• Interior & Exterior Painting
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INSURED 365-7174

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All roofs, all types of fencing, pole barns, remodeling, leveling, add-ons.

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OFFICE/RETAIL SPACE FOR RENT. DOWNTOWN TAYLOR HISTORIC BUILDING. APPROX 1600 SQ FT - \$1550 RENT. Call 512-846-2355.

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PUBLIC/LEGAL NOTICE

Academe NEXUS is proposing to the Texas Education Agency a new charter school. Please join us at a public hearing at the Carver Library, 1161 Angelina St, Austin, TX 78702, 6 p.m. Jan. 10, 2020. We provide a content-rich web-based curriculum to serve grades 6-12 with adaptive lessons taught by certified teachers blended with a disciplined traditional curriculum. For more information contact Adrienne Risom Isom at Adrienne_Isom@hotmail.com.

Effective January 6, 2020, Carol Meijers, MD will move from WellMed at Taylor to a WellMed at Round Rock. For questions or

HAGLER INVESTMENTS/ TAYLOR AUTO CREDIT

Rebecca Rocha 512-352-8510 x 203

Marcia Hagler 512-848-4884- text only

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5'X10' \$35.00 Available

10'X10' \$45.00 Available

2107 DONNA - 3bd/1ba, Stove, Fireplace, CA/CH, Fenced yard, Gas/Electric place. Working Trail Park. RENT \$1250 DEPOSIT \$625.

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The Taylor Press seeks an experienced Freelance Writer/Stringer. The person would be tasked with writing columns and/or news stories about the most significant events in Taylor. The best candidates will have excellent spelling and grammar skills, high ethical standards and a drive to improve the paper and website. Ready to take your writing to the next level and help lead a growing newspaper to new heights? If so, send us your resume and let's begin!

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Taylor Stands the Rain

Rainfall overflows 21st

Multiple places hit by lightning Saturday

Hotel update to connect

APARTMENT FOR RENT
Large 3BR, Great Neighborhood
2BA, New Appliances, Hardwood floors
washer/dryer, DW, A/C, private parking
\$1200/month, Utilities Incl.
No Kids, No Blacks, No Latinos

DISCRIMINATION IS RARELY THIS OBVIOUS, BUT IT'S JUST AS REAL. AND JUST AS ILLEGAL.

If the landlord give you the runaround or says:

- "We don't take kids."
- "The apartment you asked about on the phone has been rented."
- "We only take people who speak English clearly."
- "We don't take teenagers."
- "The ad was wrong - the rent is really \$50 more."
- "I can't assign you a handicap parking space."

THAT COULD BE HOUSING DISCRIMINATION.
The only way to stop housing discrimination is to report it, so we can investigate it.

Visit www.hud.gov/fairhousing or call HUD's Housing Discrimination Hotline
1-800-669-9777 (voice) 1-800-927-9275 (TTY)

The federal Fair Housing Act prohibits discrimination because of race, color, religion, national origin, sex, family status or disability.

NFHA
National Fair Housing Alliance

Attachment 7: Sample Course Scope and Sequence

Provide a sample scope and sequence for one course in a core content area that will be taught during the school's first year.

Course Homepage

English I Foundations

Getting Started URL

Jigsaw Virtual Meeting URL

News forum- Semester A

Syllabus Page

Schedule- Semester A URL

Teacher Guide- Semester A URL

Hidden from students

Academic Integrity Page

News forum- Semester B

Hidden from students

Schedule- Semester B URL

Hidden from students

Teacher Guide- Semester B URL

Hidden from students

1 WS Teaching Methodology Page

Bing Translator URL

Topic 1

INTRODUCTION

Introduction URL

Intro - Policy and Procedure Quiz

Intro - Diagnostic Writing Assignment URL

Intro - Diagnostic Writing Assignment

Intro - Reading Pre-Assessment Assignment

Written Assignment: Reading Pre-Assessment

Topic 2

INTERNET COMMUNICATION

Internet Communication Pretest Quiz

Internet Communication URL

Section 1 URL

Section 2 URL

I - Discussion Board Assignment URL

I - Discussion Board Assignment Forum

Section 3 URL

Dangerous Place Assignment Quiz

Protect Yourself Assignment Quiz

Section 4 URL

I - Email Assignment URL

I - Email Assignment

Section 5 URL

I - Confused Words Quiz

Internet Communication Exam Quiz

Topic 3

GETTING THE NEWS

Getting The News URL

Section 1 URL

Section 2 URL

Section 3 URL

Section 4 URL

G - Your Local Newspaper Assignment Quiz

G - Writing The Lead Assignment URL

G - Writing The Lead Assignment

G - Writing The Lead Assignment

G - Details Assignment URL

G - Details Assignment

G - Details Assignment

G - Complete The Article Assignment URL

G - Complete The Article Assignment

G - Complete The Article Assignment

G - Adding Quotations Assignment URL

G - Adding Quotations Assignment

Adding Quotations Assignment

Section 5 URL

G - Summary Assignment and Compare Contrast Assignment URL

G - Summary Assignment

G - Compare/Contrast Assignment

G - Summary Assignment

G - Compare Contrast Assignment

G - Rubric on Discussion Board Story Assignment URL

G - Rubric on Discussion Board Story Assignment

G - Original News Story Discussion Board URL

G - Original News Story Discussion Board Forum

G - Rubric on Discussion Board Story Assignment

G - Original News Story Assignment URL

G - Original News Story Assignment

G - Original News Story Assignment

Unit 2 Exam Quiz

Topic 4

OFFERING OPINIONS

Offering Opinions URL

Section 1 URL

O - Political Cartoon Assignment URL

O - Political Cartoon Assignment

Section 2 URL

O - Post Your Idea To The Discussion Board URL

O - Post You Idea To The Discussion Board Forum

O - Different Opinions Assignment URL

O - Different Opinions Assignment

O - Different Opinions Assignment

Section 3 URL

O - Planning Assignment URL

O - Planning Assignment

O - Planning Assignment

O - Topic Sentences Assignment URL

O - Topic Sentences Assignment

O - Topic Sentences Assignment

O - Writing Your Letter Assignment URL

O - Writing Your Letter Assignment

O - Writing Your Letter Assignment

Section 4 URL

O - Title Assignment URL

O - Title Assignment

O - Title Assignment

O - Planning Document Assignment URL

O - Planning Document Assignment

O - Planning Document Assignment

O - Explain Your Claim Assignment URL

O - Explain Your Claim Assignment

O - Explain Your Claim Assignment

O - Supporting Your Claims Assignment URL

O - Supporting Your Claims Assignment

O - Supporting Your Claims Assignment

O - Introductory Paragraph Assignment URL

O - Introductory Paragraph Assignment

O - Introductory Paragraph Assignment

O - Editor Assignment URL

O - Editor Assignment

O - Editor Assignment

O - Completed Essay Assignment URL

O - Completed Essay Assignment

O - Completed Essay Assignment

Unit 3 Exam Quiz

Topic 5

ADVERTISING

Advertising URL

Section 1 URL

A - Advertising Demographics Assignment URL

A - Advertising Demographics Assignment

A - Advertising Demographics Assignment

A - Advertising Techniques Assignment URL

A - Advertising Techniques Assignment

A - Advertising Techniques Assignment

Section 2 URL

A - Advertising Mediums Assignment / Discussion Board URL

A - Advertising Mediums Assignment / Discussion Board Forum

Section 3 URL

A - Connotation vs. Denotation Assignment URL

A - Connotation vs. Denotation Assignment

A - Connotation vs. Denotation Assignment

A - Strong Verbs Assignment URL

A - Strong Verbs Assignment

A - Strong Verbs Assignment

A - Strong Adjectives Assignment URL

A - Strong Adjectives Assignment

A - Strong Adjectives Assignment

A - Article Revision Assignment URL

A - Article Revision Assignment

A - Article Revision Assignment

[A - Original Writing Assignment URL](#)

[A - Original Writing Assignment](#)

[Section 4 URL](#)

[A - Creating an Advertisement Assignment URL](#)

[A - Creating an Advertisement Assignment](#)

[A - Creating an Advertisement Assignment](#)

[Section 5 URL](#)

[Unit 4 Exam Quiz](#)

[Topic 6](#)

CONCLUSION

[Introduction URL](#)

[Section 1 URL](#)

[C - Writing Your Controlling Statement Assignment URL](#)

[C - Writing Your Controlling Statement Assignment](#)

[C - Writing Your Controlling Statement Assignment](#)

[C - Writing Supporting Statements Assignment URL](#)

[C - Writing Supporting Statements Assignment](#)

[C - Writing Supporting Statements Assignment](#)

[Section 2 URL](#)

[C - Introduction / Conclusion Assignment URL](#)

[C - Introduction / Conclusion Assignment](#)

[C - Introduction / Conclusion Assignment](#)

[Section 3 URL](#)

[C - Correct Comma Usage Assignment URL](#)

[C - Correct Comma Usage Assignment](#)

[C - Correct Comma Usage Assignment](#)

[C - Editing Assignment URL](#)

[C - Editing Assignment](#)

[C - Editing Assignment](#)

[C - Completed Diagnostic Essay Assignment URL](#)

[C - Completed Diagnostic Essay Assignment](#)

[C - Completed Diagnostic Essay Assignment URL](#)

Topic 7

INTRODUCTION

[Introduction URL](#)

[Intro - Policy and Procedure Quiz](#)

[Intro - Diagnostic Writing Assignment URL](#)

[Intro-Diagnostic Writing Assignment](#)

[Intro - Diagnostic Writing Assignment](#)

[Intro - Reading Pre-Assessment Assignment URL](#)

[Intro - Reading Pre-Assessment Assignment](#)

[Intro - Reading Pre-Assessment Assignment](#)

Topic 8

READING STRATEGIES

[Reading Strategies URL](#)

[Section 1 URL](#)

[R-S3QR Assignment URL](#)

[R-S3QR Assignment](#)

[Section 2 URL](#)

[R-Controlling Ideas URL](#)

[R-Controlling Ideas Assignment](#)

[R-Controlling Ideas Assignment](#)

[R-Writing the Introduction URL](#)

[R-Writing the Introduction Assignment](#)

[R-Writing the Introduction Assignment](#)

[R-Concluding Paragraphs URL](#)

[R-Concluding Paragraphs Assignment](#)

[R-Concluding Paragraphs Assignment](#)

[Section 3 URL](#)

[R-Graphic Organizer Assignment URL](#)

[R-Graphic Organizer Assignment](#)

[R-Graphic Organizer Assignment](#)

[Section 4 URL](#)

[R-Friendly Letter URL](#)

[R-Friendly Letter Assignment](#)

[R-Friendly Letter Assignment](#)

[R-Unit Exam Quiz](#)

Topic 9

SHORT FICTION

[Short Fiction URL](#)

[Section 1 URL](#)

[S-"Flags Waving" by Carolyn Steele Agosta URL](#)

[S-"Flags Waving" by Carolyn Steele Agosta Assignment](#)

[S-"Responsibility and Corruption on Elm Avenue" by Corbitt Nesta URL](#)

[S-"Responsibility and Corruption on Elm Avenue" by Corbitt Nesta Assignment](#)

[S-"The Return" by Fernando Sorrentino URL](#)

[S-"The Return" by Fernando Sorrentino Assignment](#)

[S-"Screaming Johnny" by Megan Duncan URL](#)

[S-"Screaming Johnny" by Megan Duncan Assignment](#)

[Section 2 URL](#)

[S-Identifying Sentence Fragments URL](#)

[S-Identifying Sentence Fragments Assignment](#)

[S-Identifying Sentence Fragments Assignment](#)

[S-Repairing Sentence Fragments URL](#)

[S-Repairing Sentence Fragments Assignment](#)

[S-Repairing Sentence Fragments Assignment](#)

[Section 3 URL](#)

[S-Topic Exploration URL](#)

[S-Topic Exploration Assignment](#)

[S-Topic Exploration Assignment](#)

[S-Conflict Identification URL](#)

[S-Conflict Identification Assignment](#)

[S-Conflict Identification Assignment](#)

[S-Character Worksheets URL](#)

[S-Character Worksheets Assignment](#)

[S-Character Worksheets Assignment](#)

[S-Plot Worksheet URL](#)

[S-Plot Worksheet Assignment](#)

[S-Plot Worksheet Assignment](#)

[S-Short Story Rough Draft URL](#)

[S-Short Story Rough Draft Assignment](#)

[S-Short Story Rough Draft Assignment](#)

[S-Short Story Final Draft URL](#)

[S-Short Story Final Draft Assignment](#)

[S-Short Story Final Draft Assignment](#)

[S-Unit Exam Quiz](#)

Topic 10

THE NOVEL

[The Novel URL](#)

[N-Chapter Analysis URL](#)

[N-Chapter Analysis Assignment](#)

[N-Chapter 1 Quiz](#)

[N-Chapter 2 Quiz](#)

[N-Chapter 3 Quiz](#)

[N-Chapter 4 Quiz](#)

[N-Chapter 5 Quiz](#)

[N-Chapter 6 Quiz](#)

[N-Chapter 7 Quiz](#)

[N-Chapter 8 Quiz](#)

[N-Chapter 9 Quiz](#)

[N-Chapter 10 Quiz](#)

[N-Chapter 11 Quiz](#)

[N-Chapter 12 Quiz](#)

[N-Chapter 13 Quiz](#)

[N-Chapter 14 Quiz](#)

[Section 1 URL](#)

[N-Theme Discussion URL](#)

[N-Theme Discussion Forum](#)

[N-Symbolism Discussion URL](#)

[N-Symbolism Discussion Forum](#)

[Section 2 URL](#)

[N-Sentence Variety URL](#)

[N-Sentence Variety Assignment](#)

[Section 3 URL](#)

[N-Appropriate Pronouns URL](#)

[N-Appropriate Pronouns Assignment](#)

[N-Appropriate Pronouns Assignment](#)

[N-Unit Project URL](#)

[N-Unit Project Assignment](#)

[Topic 11](#)

[LYRIC POETRY](#)

[Lyric Poetry URL](#)

[Section 1 URL](#)

[L-Finding Song Lyrics URL](#)

[L-Finding Song Lyrics Assignment](#)

[L-Finding Song Lyrics Assignment](#)

[L-Poetic Devices in Song Lyrics URL](#)

[L-Poetic Devices in Song Lyrics Assignment](#)

[L-Poetic Devices in Song Lyrics Assignment](#)

[L-Song Lyrics to Prose URL](#)

[L-Song Lyrics to Prose Assignment](#)

[L-Song Lyrics to Prose Assignment](#)

[L-\\$5 per word URL](#)

[L-\\$5 per word Assignment](#)

[L-\\$5 per word Assignment](#)

[L-Your Turn–Creative Writing URL](#)

[L-Your Turn–Creative Writing Assignment](#)

[L-Your Turn–Creative Writing Assignment](#)

[Section 2 URL](#)

[L-Writing the Business Letter URL](#)

[L-Writing the Business Letter Assignment](#)

[L-Writing the Business Letter Assignment](#)

[Section 3 URL](#)

[L-Using Apostrophes to Create the Possessive URL](#)

[L-Using Apostrophes to Create the Possessive Assignment](#)

[L-Using Apostrophes to Create the Possessive Assignment](#)

[L-Editing for Apostrophes URL](#)

[L-Editing for Apostrophes Assignment](#)

[L-Using Apostrophes to Create the Possessive Assignment](#)

[Topic 12](#)

[DRAMA](#)

[Drama URL](#)

[Section 1 URL](#)

[Section 2 URL](#)

[D-Act 1 Discussion Board URL](#)

D-Act 1 Discussion Board Forum

D-Act 1 Graphic Organizer URL

D-Act 1 Graphic Organizer Assignment

D-Act 1 Graphic Organizer Assignment

D-Act 1 Reading Activity URL

D-Act 1 Reading Activity Assignment

D-Act 1 Reading Activity Assignment

D-Act 1 Quiz

D-Act 2 Discussion Board URL

D-Act 2 Discussion Board Forum

D-Act 2 Graphic Organizer URL

D-Act 2 Graphic Organizer Assignment

D-Act 2 Graphic Organizer Assignment

D-Act 2 Reading Activity URL

D-Act 2 Reading Activity Assignment

D-Act 2 Reading Activity Assignment

D-Act 2 Quiz

D-Act 3 Discussion Board URL

D-Act 3 Discussion Board Forum

D-Act 3 Graphic Organizer URL

D-Act 3 Graphic Organizer Assignment

D-Act 3 Graphic Organizer Assignment

D-Act 3 Reading Activity URL

D-Act 3 Reading Activity Assignment

[D-Act 3 Reading Activity Assignment](#)

[D-Act 3 Quiz](#)

[D-Act 4 Discussion Board URL](#)

[D-Act 4 Discussion Board Forum](#)

[D-Act 4 Graphic Organizer URL](#)

[D-Act 4 Graphic Organizer Assignment](#)

[D-Act 4 Graphic Organizer Assignment](#)

[D-Act 4 Reading Activity URL](#)

[D-Act 4 Reading Activity Assignment](#)

[D-Act 4 Reading Activity Assignment](#)

[D-Act 4 Quiz](#)

[D-Act 5 Discussion Board URL](#)

[D-Act 5 Discussion Board Forum](#)

[D-Act 5 Graphic Organizer URL](#)

[D-Act 5 Graphic Organizer Assignment](#)

[D-Act 5 Graphic Organizer Assignment](#)

[D-Act 5 Reading Activity URL](#)

[D-Act 5 Reading Activity Assignment](#)

[D-Act 5 Reading Activity Assignment](#)

[D-Act 5 Quiz](#)

[Section 3 URL](#)

[D-Thesis Statement URL](#)

[D-Thesis Statement Assignment](#)

[D-Thesis Statement Assignment](#)

[D-Compare and Contrast Rough Draft URL](#)

[D-Compare and Contrast Rough Draft Assignment](#)

[D-Compare and Contrast Rough Draft Assignment](#)

[D-Compare and Contrast Final Draft URL](#)

[D-Compare and Contrast Final Draft Assignment](#)

[D-Compare and Contrast Final Draft Assignment](#)

Topic 13

RESEARCH

[Research URL](#)

[Section 1 URL](#)

[Section 2 URL](#)

[Res-Finding Data Exercise URL](#)

[Res-Finding Data Exercise Assignment](#)

[Res-Finding Data Exercise Assignment](#)

[Section 3 URL](#)

[Res-Final Draft with Citations URL](#)

[Res-Final Draft with Citations Assignment](#)

[Res-Final Draft with Citations Assignment](#)

Topic 14

CONCLUSION

[Conclusion URL](#)

[Section 1 URL](#)

[Section 2 URL](#)

[Diagnostic Writing Final Draft URL](#)

[Diagnostic Writing Final Draft](#)

Attachment 8: Proposed Discipline Policy

Provide the school's proposed discipline policy.

Academe NEXUS will adopt a Restorative Justice Discipline Policy (Fronius et al., 2016) and avoid punitive action when there is documented evidence of violations of law as defined in the Texas Education Code [Chapter 37. Discipline; law and order of Title 2. Public education. Subtitle G. Safe schools].

The school will not allow corporal punishment and will not use suspensions as a disciplinary tool.

The principal's responsibilities include: ensuring staff understand restorative practices, honoring frameworks that support restorative practices, maintaining the expectation that all staff use restorative practices to build relationships and respond to discipline incidents, communicating with students, families, and the community about restorative practices, establishing a Behavior Team and Restorative Justice Coordinator.

The Behavior Team may recommend dismissal if a student is found to be non-cooperative with restorative justice strategies. The administrators will review dismissal recommendations and take further action that may be appealed by the student or parents to the Board of Trustees.

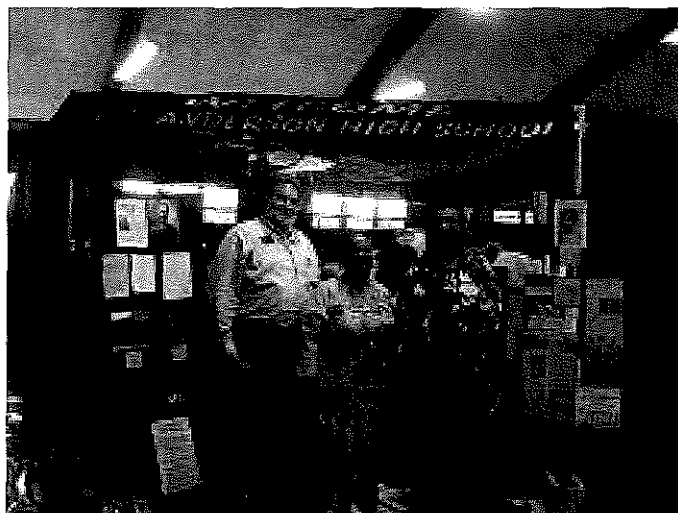
In Texas, nearly six in 10 public school students studied were suspended or expelled at least once over a six-year period during their 7th to 12th-grade years; 15 percent of those students were disciplined 11 or more separate times (Fabello et al. 2011). The Principal oversees the work of the Behavior Team that monitors student behavior and enforces school policy set by the Board of Trustees. Students found making minor infractions of school policy may be referred to a student jury for disposition. It is believed that discipline is best delivered within school, so dismissal is only exercised in extreme cases. Dismissal will be administered by the Superintendent after Level I of due process by the Behavior Team. Level II will include appeal to the Board of Trustees, and Level III appeals will again be heard by the Board of Trustees in a hearing with the student's guardian. The following are offenses subject to potential dismissal from the school.

- Theft or misuse of School property.
- Committing extortion, coercion, or blackmail.
- Aggressive, disruptive action that substantially disrupts or materially interferes with school activities.
- Engaging in verbal abuse such as name-calling, racial or ethnic slurs, or derogatory statements that may disrupt the school environment or incite violence.
- Fighting, committing physical abuse, or threatening physical abuse.
- Engaging in offensive conduct that constitutes sexual harassment or sexual abuse.
- Possession of, or conspiracy to possess, any explosive or explosive device.
- Falsification of records.

- Placing a prohibited substance in another person's food, drink and/or other possessions.
- Possessing, exhibiting or using a pellet gun, air-powered rifle, paint ball gun, BB-gun, sling-shot or other device which propels a projectile.
- Violating any rule set forth in this code or school policy pertaining to computers and the Internet.
- Possessing or using a firearm, explosive devices or accessories.
- Possessing, exhibiting, or using weapons including but not limited to knives and martial arts objects.
- Possessing, exhibiting, or using any of the following: –tobacco products; –alcohol products; –a prescription drug not belonging to the person; –unlawful drugs or controlled substances;
- Pulling a fire alarm as a prank, in a building owned or operated by the school when there is no smoke, fire, or danger that requires evacuation.
- Assaults that cause or threaten bodily injury to another.
- Willful destruction of school property.
- Conduct punishable as a felony.
- Offenses listed in Texas Education Code § 37.007.

Fabelo, T., Thompson, M. D., Plotkin, M., Carmichael, D., Marchbanks, M. P. III, and Booth E. A. (2011). *Breaking Schools' Rules: A Statewide Study of How School Discipline Relates to Students' Success and Juvenile Justice Involvement*. New York: Council of State Governments Justice Center; Public Policy Research Institute at Texas A&M University. Available at <http://csgjusticecenter.org/youth/breaking-Schools-rules-report>

Fronius, T., Persson, H., Guckenburger, S., Hurley, N., & Petrosino, A. (2016). *Restorative justice in US schools: A research review*. San Francisco, CA: *WestEd Justice and Prevention Training Center*.



Service Partner MOU

Wax Track Gallery International & W.H. Passon Historical Society

I. Purpose of This MOU

This memorandum of understanding (MOU) outlines the basic agreement during operation between the 501 (c)(3) non-profit organization Wax Track Gallery International (hereafter, the “organization”) and W.H. Passon Historical Society (hereafter, “the society”) for the hosting of administrative offices for Academe NEXUS, an Open Enrollment Charter School for secondary students of Travis County (hereafter “the charter school”).

II. Program Goal

The goal of the charter school is to pair secondary students who are residents of Travis County with instructional services. The organization shall pay rent based on historical society policies and all administrative costs including equipment and staff and the society shall provide the facility. The instructional services will be funded by Foundation School Program at the Texas Education Agency funded on a per pupil basis following state law TEC Chapter 12 Charter Schools.

III. Term

This agreement shall commence on Jan. 1, 2021 and end on Dec. 31, 2026. It may be amended or extended based upon the agreement of the historical society and the organization.

IV. Operational Roles and Responsibilities

A. W.H. Passon Historical Society

1. Maintain office space for school administrators that meets standards of city building codes.
2. Allow access of Texas Education Agency managers, contractors, and parents of enrolled students of the charter school to enter the building.

B. Wax Track Gallery International

1. Identify and maintain a single point of contact for communication with the society.

3. Inform and enforce rules and regulations regarding charter school students' access to society facilities.
4. Provide prompt payment of all fees for rent and other services provided by the society.
5. Attend briefings with society administrators when needed.

V. Contacts

University Contacts

Society		Organization	
Bertram Allen	President of W.H. Passon Historical Society	Adrienne Isom	CEO Wax Track Gallery International, sponsor of Academe NEXUS
512-627-2985		512-963-0443	AdrienneIsom@gmail.com

Operational Contacts

Society		Organization	
Bertram Allen		D.L. Bearden	Superintendent Academe NEXUS
512-627-2985		903-669-1483	dbeardenphd@gmail.com

VI. Communication and Media

The parties in this agreement shall acknowledge the others in all public releases of information about the collaboration and the charter school.

VII. Further Cooperation

The parties hereby commit to cooperating with one another to address these issues as they arise and to resolve them based on the agreements stated in this MOU.

VIII. Signatures

W.H. Passon Historical Society

Wax Track Gallery International

Bertram Allen

Adrienne Isom

Bertram Allen
President

Adrienne Isom
President

January 10, 2020
Date

January 10, 2020
Date

Service Partner Memorandum of Understanding Wax Track Gallery International & Huston-Tillotson Univ.

I. Purpose of This MOU

This memorandum of understanding (MOU) outlines the basic agreement during operation between the 501 (c)(3) non-profit organization Wax Track Gallery International (hereafter, the “organization”) and Huston-Tillotson University (hereafter, “the university”) for the hosting of Academe NEXUS, an Open Enrollment Charter School for secondary students of Travis County (hereafter “the charter school”).

II. Program

The goal of the charter school is to pair secondary students who are residents of Travis County with instructional services in leased classroom space at Huston-Tillotson University. Academe NEXUS will have an offsite board of trustees, administrators, and faculty. Administrative offices will be at the Southgate Lewis House, 1501 E 12th St, Austin, TX 78702. Administrators will work offsite at the offices of the Passon Historical Society. Learning Coaches will work onsite at the University. The organization shall pay rent to Huston-Tillotson University for classroom facilities and separately pay for all instructional services including equipment and teaching staff. The instructional services will be funded by Foundation School Program at the Texas Education Agency funded on a per pupil basis following state law TEC Chapter 12 Charter Schools. Academe NEXUS will provide its own faculty and staff through state funding. University faculty may accept payment from the charter school if they are engaged for occasional lectures but will not be contracted for teaching services. Academe NEXUS will hire Texas certified teachers for online classes. Learning Coaches will work full time face-to-face with secondary level students at Huston-Tillotson University with no more than 25 students each. HB 2442 provides full day funding after four hours of instruction. Due to the flexibilities provided by 75,600 minutes of operation and the repeal of the seven-hour school day requirement by HB 2442, school districts and open-enrollment charter schools that meet certain requirements may release their students early from school and still receive full funding. Academe NEXUS needs one classroom for eight hours every day Monday through Saturday scheduling hours flexibly around University requirements. In the second year Academe NEXUS plans to join the Texas Virtual School Network and become a hybrid virtual school meaning half of instructional time will be done online and not face-to-face.

Academe NEXUS will purchase classroom sets of Chromebooks and WIFI modems that are independent of University systems. Our students work independently on these laptops and we will not conduct lectures that require use of whiteboards or projection systems.

Learning Coaches assigned to each group of students who visit the library. Students will visit the cafeteria unattended. We will contract with the food services provider for those students who *require* breakfast or a school lunch. It is possible that the Free and Reduced School Lunch Program will provide funding for all charter school students. The University has electronic systems to manage students utilizing those services. We will follow HT procedures. Health and wellness services will not be required but in the event of an emergency Academe NEXUS will reimburse the University for services provided. Some students will be served by psychologists or social services professionals provided by the Special Education Services at Region XX Education Service Center.

III. Term

This agreement shall commence on Jan. 1, 2021 and end on Dec. 31, 2026. It may be amended or extended based upon the agreement of the university and the organization. If a charter is not granted by Texas Education Agency, this agreement is null and void.

IV. Operational Roles and Responsibilities

A. Huston-Tillotson University

1. Maintain classroom space for up to 25 students (with the possibility of expanding to additional classrooms as space and scheduling allows) that meets standards of Texas Education Agency as an educational facility.
2. Allow access of enrolled students of the charter school to enter campus and to park in off campus parking.
3. Negotiate a service agreement for food services for enrolled charter school students.
4. Negotiate a service agreement for access to library facilities for enrolled charter school students.

B. Wax Track Gallery International

1. Identify and maintain a single point of contact for communication with the university.
Academe NEXUS will have an offsite board of trustees, administrators; and faculty. Learning Coaches will work onsite. The Principal will be the single point of contact. The University can decide how to engage with the Principal.
2. Affirmatively identify students who are enrolled in the charter school.
3. Inform and enforce rules and regulations regarding charter school students' access to university facilities.
4. Provide prompt payment of all fees for rent and other services provided by the university.
5. Attend briefings with university administrators when needed.
6. Provide services to ensure that students have identifying information regarding their enrollment in the charter school. Services may include but are not limited to the following:
 - a. Provide School Food Service eligibility for enrolled charter school students.
 - b. Provide verification of student eligibility to use the library and other university facilities if available.
 - c. Counsel students and parents about university rules and regulations.

V. Contacts

University Contacts

University		Organization	
Linda Jackson	Director Center for Civic Engagement and Community Outreach	Adrienne Isom	CEO Wax Track Gallery International, sponsor of Academe NEXUS
512-505-3006		512-963-0443	AdrienneIsom@gmail.com

Operational Contacts

University		Organization	
Linda Jackson		D.L. Bearden	Superintendent Academe NEXUS
512-505-3006		903-669-1483	dbeardenphd@gmail.com

VI. Communication and Media

The parties in this agreement shall acknowledge the others in all public releases of information about the collaboration and the charter school.

VII. Further Cooperation

The parties hereby commit to cooperating with one another to address these issues as they arise and to resolve them based on the agreements stated in this MOU.

VIII. Signatures

Huston-Tillotson University

Wax Track Gallery International

Linda Jackson

Adrienne Isom

Linda Jackson
Director, Center for Civic Engagement
and Community Outreach

Adrienne Rison Isom
President

January 10, 2020

Date

January 10, 2020

Date

Attachment 10: Proposed Bylaws of Academe NEXUS

ARTICLE I

NAME, ADDRESS AND PLACE OF CHARTER SCHOOL

1.01 **Name.** This non-profit corporation shall be known as Academe NEXUS. (hereinafter sometimes referred to as the "School").

1.02 **Mailing address.** The mailing address of the School shall be Austin, Texas.

1.03 **Site.** The School sites shall be

ARTICLE II

PURPOSES

2.01 **Purposes.** The purposes shall be to:

1. create an exceptional educational center for children in grades 6-12
2. operate the educational center solely in the *interest of children*
3. create a premiere multi-cultural educational center for children
4. develop and conduct a fine arts/science program at the School
5. support projects and activities directly or indirectly related to the School
6. conduct or oversee any fund-raising activities aimed at providing funds for any of the above-listed endeavors

ARTICLE III

MEMBERSHIP

3.01 **Members.** The School's members shall consist of the entire faculty, all staff, and the parents or legal guardians of any student enrolled at the School.

ARTICLE IV

GOVERNANCE

4.01 **Governing Body.** The School shall be governed by a Board of Trustees (hereinafter known as the "Board"). If applicable law permits service on the Board by employees of the School, the Board shall consist of four (4) Teachers, four (4) Parents, and a maximum of five (5) Community members. If applicable law forbids service on the Board by employees of the School, the Board shall consist of four (4) Parents and five (5) Community members. Additionally, there will be one student member to the Board.

4.01(a) **Teacher members.** The teacher members of the Board shall be elected by a vote of the Board. The teacher representation will be proportioned between the grade levels according to the ratio of students enrolled in each grade level to the entire student population of Academe NEXUS. The student population will be based on the enrollment on the first day of the school year in which the election is held. Academe NEXUS teacher may only serve as a Teacher member.

4.01(b) **Parent members.** The Board shall elect the Parent members of the Board. The parent representation will be proportioned between the grade levels according to the ratio of students enrolled in each grade to the entire student population of Academe NEXUS. The student population will be based on the enrollment on the first day of the school year in which the election is held

academic, and/or broader community, and may not be a parent or legal guardian of any child attending the School nor a member of the faculty or staff. Community members shall be elected by a vote of the Board.

4.01(d) **Student Representative.** The Student member of the Board shall be nominated and elected by students in the School. There will be one student member who must be a sophomore or a junior when elected to serve as a junior or a senior. Student candidates must have parental consent and be approved by school administration to serve. Students in the

School in grades six through twelve may vote. The Student member shall be a non-voting member to the Board, and shall not participate in any Executive Session discussions of the Board.

4.02 Role of the School Board Members. Board members shall represent the students, parents, staff, and community/cultural segments of the community as a whole. Each member shall bring their own expertise, their own experience, and their collective wisdom to benefit the School Board and School as a whole.

4.03 Purpose of Board of Trustees. The Board shall define the School's direction in accordance with these by-laws. Activities of the Board shall include, but not limited to the following:

1. hiring, supervision, evaluation, and removal of the Superintendent
2. development of strategic goals and objectives
3. establishment of the School policy
4. review and approve the budget
5. negotiations with and accountability to the Texas Education Agency
6. attending to the needs of the School community

4.04 Training. The Board officers will ensure that each newly elected Board member is provided with an orientation to the history, principles, goals, programs, and operations of the School within sixty (60) days of their election. Additional training will be held in accordance with applicable law.

4.05 Employment of Board Members. A Parent member of the Board shall not become an employee of the School within 180 days following the end of their service on the Board.

4.06 Role of the Superintendent. The Superintendent serves as chief operating officer of the School and reports directly to the Board. The Superintendent:

1. advises the Board and executes Board policies and directives
2. selects and terminates charter school employees or officers
3. maintains custody of the Academe NEXUS and assures that all academic, disciplinary and school structures adhere to the prescriptions of the Charter and its Bylaws
4. coordinates legal compliance and accountability
5. prepares and submits an overall budget for the School to the Board for approval
6. oversees the administration of the School's education, business and facilities operations and directly oversees personnel who do not report to the Principal
7. pursues and implements fundraising and grant opportunities, including grant proposals

4.07 Role of the Principal. The Principal is the primary instructional leader of grades 6-12, and reports to the Superintendent. The Principal:

1. enacts the charter under the supervision of the Superintendent and consistent with Board directives in the educational program for the School
2. provides leadership for the ongoing assessment and improvement of the School's curriculum, pedagogy, multicultural program, and students' responsibilities and expectations to the school including discipline, behavior, and service to meet the needs of students as defined by the goals of the School's charter
3. collaboratively works with and under the supervision of the Superintendent to set short- and long-term academic and campus goals consistent with the School's charter,
4. collaboratively works with the Teacher Leader and school stakeholders to set short- and long-term academic and campus goals consistent with the School's charter

5. supervises teachers, counselors, and support staff serving the School
6. implements the budget designated for the School
7. resolves discipline and personnel issues with students, parents, and staff to create a safe, respectful, and positive learning climate in the School
8. supports fundraising and grant writing by the Superintendent within the School structure

ARTICLE V

OPERATION OF THE COUNCIL

5.01 Scope. The scope of the Board of Trustees is to provide oversight and vision for the School, including the hiring the School's Superintendent

5.02 Accountability to the Texas Education Agency. The Board of Trustees shall be accountable to the Texas Education Agency in accordance with the charter license. The Board shall adopt bylaws consistent with the charter policies and laws of the State of Texas, except where waivers have been granted. In the event a discrepancy exists, and no waiver has been granted, these bylaws shall be reviewed and the policies of the Texas Education Agency shall prevail.

5.03 Meetings. The Board shall meet regularly, at least eight (8) times per year, at such place and time as determined by the Board. Additional meetings may be scheduled as needed. A meeting notice shall be posted at all campuses at least three (3) days and in accordance with the law prior to any regularly scheduled meeting. All meetings shall be open meetings, except that executive sessions may be held as noted below.

5.04 Emergency meetings. If, in the opinion of at least three (3) members of the School Board, a situation that requires an immediate meeting of the Board (i.e., a matter that cannot wait for the next regularly scheduled meeting and that meets the exceptions contained in Chapter 551 of the Texas Government Code to the general rules for notice of meetings), the members may call for an emergency meeting of the School Board as long as a notice is posted at all campuses at least 24 hours in advance and the members make a reasonable attempt to notify all Board members and other parties known to have interest in the agenda items. To convene an emergency meeting, a quorum must be present.

5.05 Executive sessions. All School business must be transacted in public meetings, except that the School Board may meet in executive session, limiting attendance to its members and those persons invited to participate, to consider any of the matters permitted under the Open Meetings Act. Those matters to be discussed in executive session include:

1. personnel matters, including matters related to employment and compensation
2. personnel matters will be heard without the presence of the teacher members unless specifically invited by the Chair as a participant of the issue
3. legal claims against the School, whether in litigation or otherwise
4. discussion of any individual student where public disclosure would adversely affect the person or persons involved
5. legal consultations and advice
6. negotiations concerning the purchase, sale, lease or other acquisition of real or personal property, or interests therein, or concerning any contracts
7. other matters as permitted by law

5.06 Public attendance at meetings. All meetings of the Board, except executive sessions, shall be open to the public provided that no member of the public shall be allowed to interfere with the orderly conduct of the meeting. A decision of the Chair, not subject to

discussion, is sufficient to require that such disorderly person be removed from the place of meeting.

5.07 Employees at meetings. The Superintendent, or in his or her absence, a designee, shall attend all regular session meetings of the Board. The Superintendent shall make reports as required by the Board and recommend to the Board such measures as are necessary to operate the School. The Principal, or in their absence, their designees, shall attend all regular sessions of the Board. The Principal shall make reports as required by the Board and recommend to the Board such measures as are necessary to ensure the educational goals of the School are being met.

The Teacher members of the Board are expected to perform all required duties of an elected member of the Board but shall refrain from voting on any personnel issue that directly affects their individual employment terms and conditions. Any Teacher member shall participate in discussion and voting on issues affecting the staff at large, including, but not limited to, general salary and benefits issues, general employment conditions, and personnel policies.

5.08 Quorum. A quorum shall consist of a simple majority of the members of the Board.

5.09 Compensation. Members of the Board, other than by virtue of School employment, shall not receive any compensation for their services as Board members. Members of the Board may receive direct reimbursement for actual expenditures on behalf of the Board if the Board approves such expenditures.

5.10 Vacancies, unexpired terms. Vacancies on the Board of Trustees occurs when a Teacher member resigns or is removed because these positions are contingent on employment. The Parent member positions are contingent on the member having an enrolled child at Academe NEXUS. A vacancy on the Board of a Teacher member or a Parent member may be filled by appointment of the Board for a period of up to ninety (90) days to allow time to hold an orderly election to fill the remainder of the term. If the remaining term of the vacant position is less than one hundred twenty (120) days, the Board may choose to wait until the regularly scheduled election is held rather than holding a special election. In this case only the appointee may be re-appointed to serve out the remaining period of the term after the expiration of the first ninety (90) days. The appointee shall be eligible to stand for election to the vacant seat.

5.11 Decisions of the Board of Trustees. The Board may approve any action or decision by a majority vote of the members present at such meeting, provided that every decision shall fully comply with Article IX of these bylaws, applicable provisions of the Texas Education Code, or successor provisions, and applicable provisions of the Texas Non-Profit Corporation Act. All votes shall be recorded in the minutes of the meetings. Any member of the School may request a roll call on any vote.

ARTICLE VI

DUTIES OF OFFICER AND COMMITTEES

6.01 Officers. The Board shall elect from among its members a Chair, Secretary and Parliamentarian. The Chair, Secretary and Parliamentarian will be elected at the first Board meeting following the seating of the new members after a regularly scheduled election.

6.02 Duties of Officers.

1. The Chair shall set the agenda and facilitate meetings of the Board, maintain order during Board meetings, and sign documents on behalf of the Board. Executive Session minutes of the Board shall be maintained by the Chair.

2. The Secretary shall ensure that minutes are taken of all Board meetings, ensure that notices of meetings and elections are posted and distributed as required, and co-sign documents on behalf of the Board.

3. The Parliamentarian shall ensure that school business is conducted in accordance with these by-laws and the rules contained in the current edition of *Robert's Rules of Order, Newly Revised*.

6.03 Committees. The Board shall appoint the following committees.

1. *Nomination Committee.* The Nomination Committee shall be appointed no less than 60 days before a regularly scheduled election and shall have the responsibility of identifying a slate of eligible persons for the available positions for Parent and Community members for the next Board.

2. *Compensation Committee.* The Board shall appoint a committee to recommend salaries. This committee shall not consist of any paid employees of the school. The Superintendent will provide relevant financial information to the committee.

3. Other committees as necessary.

6.04 Attendance. If any member misses more than two (2) consecutive, regularly scheduled Board meetings without a valid excuse as determined by the remaining members, the Board may vote to terminate that member's Board membership for non-attendance.

ARTICLE VII

NOMINATIONS AND ELECTIONS

7.01 Nominees. Parents eligible for an elected position may be nominated by any parent, staff, or community member, including themselves. Teacher members can only be nominated by teachers, including themselves. Students eligible for the Student member position may be nominated only by students in the school in grades six through twelve, including themselves. Persons nominated by others shall be required to state their willingness to stand for election, and to serve if elected.

7.06 Term of office. Each elected Parent and Teacher member of the Board shall serve for a period of two (2) years. The Community members and the Student member of the Board shall serve for a period of one (1) year. A Parent or Teacher Board member may not serve more than three (3) consecutive elected terms in the same capacity. A Community member may not serve more than six (6) consecutive terms in the same capacity. Terms of office shall be staggered so that approximately half of the Parent and Teacher School Board positions are up for election each year. If Academe NEXUS teachers are serving on the Board, then two (2) parent members and two (2) teacher members will be elected each year. If Academe NEXUS teachers are not serving on the Board, then two (2) parent members will be elected each year. At the first regularly scheduled meeting in June after the election, the terms of the incoming Student members shall commence, and terms of the outgoing Student members shall expire. Terms of all other members shall commence at the first regularly scheduled meeting after the Board's vote of approval.

7.07 Resignation or Removal. Any member of the Board may resign at any time by delivering a written resignation to the Board. The acceptance of this resignation is not necessary to make it effective.

A Board member may be removed from his or her position as Chair at any time for cause, including but not limited to conduct injurious to the best interests of the school, by an affirmative vote of two thirds (2/3) of all the School Board members, provided that the notice of the meeting where such action is taken specifies that one of the items of the agenda for said meeting shall be the proposed removal of the Chair. At this same meeting a vote for a new Chair shall be held.

A petition for recall shall have valid signatures representing at least twenty five percent (25%) of community members within the School. Petitions for recall must be submitted in their completed form to a School Board member with a copy to the Superintendent, who will validate the petition. The Board must accept or reject the petition within two (2) weeks from the date of submission and must accept it if it meets the terms and requirements of this section. The Board must hold a vote within sixty (60) days of the petition submission date to determine if the subject of the recall shall be removed from the Board. A successful recall requires a simple majority of the voting Board members.

ARTICLE VIII FINANCIAL AFFAIRS

8.01 Fiscal Year. The School shall adopt a fiscal year consistent with a fiscal year start date approved by the Texas Education Agency. Currently the fiscal year of the School begins on the first day of July and ends on the thirtieth day of June of each year.

8.02 Budget Input. The Superintendent shall notify all members of the School of the upcoming budget preparation. The Principal will be responsible for compiling budget requests from their grade level and assembling a proposal for their portion of the overall budget. Any teacher, parent, community member, or student may make a budget request by April 1st for the following fiscal year to Principal or to the Superintendent.

8.03 Budget. The final proposed budget shall be prepared by the Superintendent in consultation with the Principal and submitted to the Board no later than one month prior to the start of the fiscal year. Board meetings will allow for opportunity for any member of the school to voice support or concern for the budget. The Board shall work with the Superintendent to make any modifications necessary for the following:

1. to include suggestions agreed to by the Board, including recommendations from the Compensation Committee,
2. to align the budget with the Texas Education Agency,
3. to take into consideration expected funding from changes in student body size and facility costs, and
4. other items as determined by the Board.

The Board shall approve the budget prior to the school year covered by the budget or as otherwise required by the Texas Education Agency.

The Superintendent or his or her designee shall present a record of expenditures to date against the current budget to the Board at least once a month.

8.04 Financial audit. An audit of the financial records will be conducted annually by an independent accounting firm selected by the Board.

ARTICLE IX CONFLICT OF INTEREST

9.01 No undisclosed interests. No member of the Board shall be interested, directly or indirectly, in any contract relating to the operations conducted by the School, nor any contract for furnishing services or supplies to the School, unless such contract is authorized by a majority of the Board members at a meeting in which the presence of such interested Board member is not necessary for the purposes of a quorum or for the purposes of such majority, and the fact and nature of such interest is fully disclosed or known to the Board members present at the meeting at which such contract shall be authorized.

9.02 Disclosed interests. Every vote of the Board shall comply with applicable provisions of the Texas Education Code or successor provision, including parts of Chapter 171 of the Texas Local Government Code as made applicable to Texas charter schools, and applicable provisions of the Texas Non-Profit Corporation Act. In the event that these by-laws conflict with such statutory provisions, the statutory provisions shall govern. No member of the Board shall vote on any questions in which they have a financial interest, other than the common public interest, or on any question concerning their conduct, but on all other questions each member who is present shall vote. In instances where the School Board member has interests other than the common public interest, the member shall disclose this interest to the School Board as detailed in section 9.01. Any member refusing to vote, except when prohibited by this paragraph, shall be deemed delinquent in their duties. Application to abstain from voting must be made before the votes are cast. Upon approval to abstain from voting by the Board Chair, the abstaining Board member shall not be counted in determining either a quorum or a majority of the Board.

ARTICLE X

BOOKS AND RECORDS

10.01 Maintenance of books and records. The School shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its Board and any committees having any of the authority of the Board. These documents shall reside in the executive offices of the School. All books and records, (including signature authority), shall be turned over to the School within ten (10) days of the end of the term of office. The Executive Director or his or her designee shall keep and make available upon request a record listing the names and addresses of the Board members.

10.02 Examination of books and records. All books and records of the School may be inspected by any Board member, his agent or attorney, for any proper purpose at any reasonable time during customary hours of operation of the principle office of the School. The records may also be examined by others in accordance with applicable law.

ARTICLE XI

AMENDMENTS OF BYLAWS

11.01 Amendments. Proposals for amendments to these bylaws may be brought by any member of the School community. Proposals approved by the Board will be voted upon at the next regular meeting of the Board. Proposals not accepted by the Board may be forced to election by submission to the Board of a petition containing signatures equal in number to at least twenty-five (25) percent of qualified community members within the School. Qualified community members will include faculty, staff, and parents. The proposed changes will be enacted upon a simple majority of those voting.

ARTICLE XII

DISSOLUTION

12.1 Dissolution. The Academe NEXUS may be dissolved at a meeting of the Board of Trustees called for that purpose. On dissolution of the Corporation or closure of the open-enrollment charter school operated by the Corporation, the assets of the Corporation shall to the extent owed to the State of Texas be distributed to such entities and in the manner required by Chapter 12, Subchapter D, Texas Education Code, or successor provisions, and roles adopted thereunder. If upon dissolution of the Corporation or the winding up of its affairs, the Corporation has retained assets not owed the state, such assets shall be distributed exclusively to literary or educational organizations which would then qualify under the provisions of Section 501(c) (3) of the Internal Revenue Code of its regulations as they now exist or as they may hereafter be amended; to a non-profit corporation, association or organization duly formed for the express purpose of education facilities, which corporation

shall also qualify under the above-referenced provisions of the Internal Revenue Code; or to the State of Texas, County of Travis, or a similar governmental entity.

Not Your Ordinary School (2017). NYOS Bylaws. Retrieved from <https://www.nyos.org/Bylaws%202017-03-09.pdf>

After legal consultation the Board of Academe NEXUS will adopt new bylaws similar to those of NYOS.

Current Wax Track Gallery International Bylaws

WHEREAS WAX TRACK GALLERY INTERNATIONAL was established in Austin Texas Travis County Texas on March 20, 2000.

BE IT RESOLVED that this organization is a non-profit corporation with the purpose of providing the communities of Austin Texas with educational services.

WHEREAS the registered agent and office is Adrienne D. Isom, 8404 Mayview Drive, Austin TX 78724.

WHEREAS all the services provided to the community is free of charge and professional services conducted for the ongoing of the corporation is strictly voluntary. Absolutely no board of directors member will be paid for their time or services.\

LET IT BE KNOWN that regular monthly meetings of the corporation will be held the first Monday of the months of the year in which amendments to the bylaws can and will be made by a majority vote only when a quorum of the membership is present.

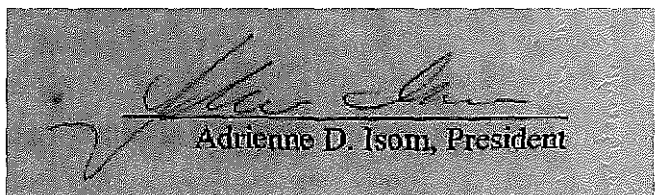
LET IT FURTHER BE KNOWN that an annual financial report of the corporation's fiscal year will be available for public view by August 30 of the following year. The annual fiscal report for the corporation will begin Sept. 1 and end Aug. 31 of each year.

BE IT RESOLVED that this corporation will have no class of membership and management of the affairs of the corporation will be conducted by the attached listing of the three-member Board of Directors.

BE IT FURTHER RESOLVED that upon dissolution of this corporation its assets will be distributed only by the terms described in Article 6.02 of the Texas Non-Profit Corporation Act and Section (c)(3) of the Internal Revenue Code of 1986.

WHEREAS the bylaws for Wax Track Gallery International are adopted by its board of directors and signed by the office of President.

Adopted signed and approved by Wax Track Gallery International Board of Directors this 20th day of March 2000.



Adrienne D. Isom, President

Attachment 11: Code of Ethics and Conflict of Interest Policy

Provide the following:

- Governing board's proposed Code of Ethics
- Governing board's proposed Conflict of Interest policy
- Identify any existing relationships that could pose actual or perceived conflicts if the application is approved.
- Outline specific steps the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

STANDARDS OF CONDUCT for ACADEME NEXUS GOVERNANCE BOARD MEMBERS, ACADEME NEXUS EMPLOYEES AND ACADEME NEXUS VOLUNTEERS

1. **Avoiding Appearances of Impropriety Regarding Students.** ACADEME NEXUS employees and volunteers are entrusted with the physical and emotional safety and well-being of ACADEME NEXUS students. To justify and maintain this trust, ACADEME NEXUS employees and volunteers will not engage in any conduct that is likely to create in the minds of reasonable, impartial observers the perception that a relationship or interaction with one or more students is abusive, exploitive or otherwise improper. Dating and/or other social relationships including cyber relationships between employees, volunteers and students are strictly prohibited.

2. **Avoiding Appearances of Impropriety Regarding Public Power or Resources.** ACADEME NEXUS Board Members and ACADEME NEXUS employees are entrusted with stewardship over the ACADEME NEXUS system. To justify and maintain public trust and confidence in the integrity and competency of the ACADEME NEXUS, Board Members and employees shall not engage in any conduct that is likely to create in the minds of

3 reasonable, impartial observers the perception that they misused funds, facilities, property, time or other ACADEME NEXUS assets or have otherwise engaged in conduct unbecoming a ACADEME NEXUS Board Member or employee.

3. **Reporting Improper Conduct.** ACADEME NEXUS employees and ACADEME NEXUS volunteers shall protect students and safeguard the public's trust by reporting unethical, illegal or dangerous conduct to the ACADEME NEXUS Director or designee. This obligation to report misconduct arises whenever a ACADEME NEXUS employee has personal knowledge that another employee's conduct constitutes: (a) A violation of the law or this Code (b) Gross mismanagement (c) A significant waste of ACADEME NEXUS funds (d) A abuse of authority (e) A substantial and specific danger to public health or safety (f) Other conduct that could injure the reputation of the ACADEME NEXUS or subject it to liability. A ACADEME NEXUS employee shall not file frivolous or unsubstantiated complaints regarding misconduct of other employees, nor shall they abuse the process by which misconduct may be reported.

4. Prohibition of Retaliation. ACADEME NEXUS Board Members and employees shall not use or threaten to use official authority or influence to discourage, restrain or interfere with any other employee from reporting facts believed to constitute improper, unethical or illegal conduct nor shall they harass, punish or retaliate against any employee who has made a good faith complaint.
5. Honesty and Integrity. ACADEME NEXUS employees must conduct themselves in a manner that engenders respect and justifies trust in their integrity, competency and devotion to the mission of the ACADEME NEXUS. ACADEME NEXUS Board Members and employees shall demonstrate personal trustworthiness by being honest and avoiding any form of falsification, misrepresentation, deception or cheating in ACADEME NEXUS records and in all their communications and actions.
6. Candor Regarding Supervisor-Subordinate Relationship. ACADEME NEXUS employees shall demonstrate a high degree of accountability by being candid and forthright in giving timely, complete and accurate information to help their superiors and members of the ACADEME NEXUS Governance Board make informed and intelligent decisions.
7. Atmosphere of Integrity. An ACADEME NEXUS employee must strive to establish and uphold an atmosphere of integrity that encourages honesty and discourages all forms of dishonesty, deception or academic cheating. A ACADEME NEXUS employee shall assure that all official actions affecting students, including but not limited to the assignment of grades; conclusions and recommendations included in formal assessments, determinations of eligibility for special programs; accessibility to particular classes, teachers and programs; and inclusion or exclusion from sports or other co-curricular activities, shall reflect adherence to the highest standards of integrity and fairness.
8. Improper Influence. An ACADEME NEXUS employee shall not engage in nor cooperate with any conduct intended to improperly influence the actions, grades or assessments of any administrator, teacher, counselor, coach or other ACADEME NEXUS employee who makes decisions affecting students. For example, money or personal favors should not be offered in exchange for a decision affecting a student's grades.
9. Cheating and Improper Assistance. An ACADEME NEXUS employee or volunteer shall not engage in nor cooperate with any conduct intended to improperly aid students in their performance on exams or participate in or allow actions designed to alter or falsify tests or grades.
10. Confidentiality. An ACADEME NEXUS Board Member or employee shall abide by all laws and policies concerning confidential information. An ACADEME NEXUS Board Member or employee must not use or disclose confidential information acquired in the course of official duties for financial gain, personal advantage or any other non-official reason.
11. Procurement Information. An ACADEME NEXUS Board Member or employee who has access to confidential information relating to contracts, construction, or procurement must maintain the confidentiality of such information and not disclose or use it for any purpose other than in the proper performance of the Board Member's or the employee's ACADEME NEXUS job or official duty.
12. Student Records and Personnel Files. An ACADEME NEXUS Board Member, employee or volunteer must not use or disclose confidential, private or sensitive information acquired in the course of official duties relating to student performance and

records, personnel files or other records except in the proper performance of the employee's job or official duty.

13. Confidentiality of Meetings. An ACADEME NEXUS Board Member, employee or volunteer must honor confidentiality agreements and policies concerning the content and source of comments and actions occurring during staff, faculty, parent, and closed Governance Board meetings.

14. Improper Use of Position. An ACADEME NEXUS Board Member, employee or volunteer shall use the authority, discretion, powers and resources arising from their public position only to advance public interest and not to attain personal or private gain or advantage for themselves or any other person.

15. Unauthorized use of ACADEME NEXUS facilities, equipment, supplies, and mailing lists. An ACADEME NEXUS Board Member, employee or volunteer shall not use or allow others to use ACADEME NEXUS facilities, equipment, supplies or mailing lists nor engage in or allow conduct resulting in the unauthorized use of ACADEME NEXUS resources. ACADEME NEXUS facilities, equipment, supplies or mailing lists shall not be used by employees for personal purposes. An employee shall avoid an appearance of impropriety.

a) Reporting and Reimbursement Obligation. A ACADEME NEXUS Board Member or employee shall make reasonable effort to avoid the necessity of using ACADEME NEXUS facilities or equipment for personal use. Where such use is not reasonably avoidable, the Board Member or employee shall promptly report and reimburse ACADEME NEXUS for the costs of all such uses.

b) Examination of Records. ACADEME NEXUS reserves the right to review records to determine abuse of privileges relating to the use of telephones (including cellular), pagers, computers (including internet access), copy machines, automobiles and/or transportation vehicles.

16. Misuse of Time. The time and services of all ACADEME NEXUS employees during working hours are assets of ACADEME NEXUS that should be used only for ACADEME NEXUS business. An ACADEME NEXUS employee shall not conduct personal business on ACADEME NEXUS time.

17. Misuse of Personnel. An ACADEME NEXUS Board Member, employee or volunteer shall not direct, cause, induce or permit another ACADEME NEXUS employee to perform personal services or confer a private benefit on ACADEME NEXUS time. Board Members, employees or volunteers who are asked or instructed to perform improper personal services shall refuse to do so and report the request or instruction to the Director.

18. Negotiations for Future Employment. In order to avoid conflicts of interest and appearances of impropriety, an ACADEME NEXUS employee shall not discuss or negotiate the possibility of future employment with anyone except their direct supervisor or the Director.

19. Maintaining a Respectful Environment. The ability to resolve problems and work effectively as team members is often necessary to effectiveness. The cornerstone to a good working environment is respect. An ACADEME NEXUS Board Member, employee or volunteer shall strive to create and sustain a respectful, fair and caring environment by treating all persons including other ACADEME NEXUS employees, students and parents with a high degree of respect by being civil and courteous and avoiding conduct that can reasonably be construed as abusive, rude or inappropriate.

20. Exploitive or Abusive Conduct. An ACADEME NEXUS Board Member, employee or volunteer shall strive to protect and safeguard the physical and mental wellbeing of all persons in the working environment. An ACADEME NEXUS Board Member, employee or volunteer shall treat students and other ACADEME NEXUS employees with respect, never engaging in conduct that could reasonably be construed as exploitive, physically intimidating, discriminatory, harassing (in a sexual nature or otherwise), or abusive. Language that relates to race, ethnicity, religion, national origin or sexual orientation in a profane or jokingly way, no matter what the speaker's intention, shall not be used in any job-related situation.

21. Conflicts of Interest: ACADEME NEXUS Board Members, employees or volunteers shall employ independent objective judgment in performing their duties, deciding all matters on the merits, free of partiality or prejudice and unimpeded by conflicts of interest or other improper influences.

22. Financial Conflicts of Interest. ACADEME NEXUS Board Members, employees or volunteers

shall be deemed to have a financial interest in a decision if it is reasonably foreseeable that the decision will have a material financial effect on:

- a.) The Board Member's, employee's or volunteer's immediate family (spouse, domestic partner, parent and minor child), distinguishable from its effect on the public generally
- b.) Any business entity in which the Board Member, employee or volunteer has a direct or indirect investment worth \$1,000 or more or in which the employee is a direct or, officer, partner, trustee, employee or holds any position of management
- c.) Any real property in which the Board Member, employee or volunteer has a direct or indirect interest worth \$1,000 or more
- d.) Any source of income of \$1,000 or more

23. Outside Income. An ACADEME NEXUS Board Member, employee or volunteer shall not accept any outside earned income in any situation where a reasonable person in the education community could conclude that the receipt of the income would be inconsistent, incompatible or in conflict with their official duties. For example, employees who select textbook vendors shall not accept income from these vendors.

24. Financial Disclosure. If an ACADEME NEXUS Board Member, employee or volunteer does accept/earn outside income this employee is required to submit a report and shall do so honestly, in good faith in a timely manner and with no intent to circumvent or evade the clear purposes of such disclosure requirements.

25. General Limitation on Solicitation. An ACADEME NEXUS Board Member, employee or volunteer shall not solicit or accept any payments or other benefits under circumstances that would create in the mind of a fair-minded, reasonable person the belief that such funds were provided with the intent to improperly influence the employee's actions.

26. Gifts and Gratuities. An ACADEME NEXUS employee shall not allow personal gifts, favors or benefits from vendors, parents, students or others to affect work-related decisions or actions. A gift is defined as anything of value which is provided to the extent that payment or consideration of equal or greater value is not received in return, including but not limited to tickets for sporting or cultural events, items of food, meals, use of facilities, forgiveness of debts, interest in real property, investments, or merchandise; a

rebate or discount (unless the rebate or discount is normally given to any member of the public). ACADEME NEXUS personnel shall also adhere to NMAC 6.60.9 regarding gratuities.

27. Personal Transactions with People Doing Business with ACADEME NEXUS. The acceptance of gifts, payments or other benefits from those with whom ACADEME NEXUS does business can be improper. ACADEME NEXUS employees and volunteers who are in the position to make or influence a decision to spend ACADEME NEXUS funds shall not solicit or accept any personal benefit of more than a nominal amount (Example: Pens, note pads with vendor logo) from any single person or organization that might benefit from the employees decision. This provision does not apply to:

- a) Meals provided at an event at which the employee participates in a seminar or similar activity;
- b) Travel expenses and meals paid for by a local, state, federal or foreign government agency;
- c) Items received from a union or teachers' organization representing the employee.

28. Hiring and Promotion Decisions.

An ACADEME NEXUS Board Member or employee who is in a position to make or influence hiring or promotion decisions shall strive to select the person whose job-related competency and character most closely matches the need of the work site as demonstrated by qualifications, experience and work history and performance in the selection process.

29. Supervising Relatives. No ACADEME NEXUS Board Member or employee will be hired, transferred or promoted to a position if that hire, transfer or promotion would create a real or perceived conflict of interest or if that hire, transfer or promotion would result in the direct supervision of one relative by another in the following line: Father (natural or step) Father-in-law Mother (natural or step) Mother-in-law Wife Husband Brother (natural or step) Brother-in-law Sister (natural or step) Sister-in-law Son (natural or step) Son-in-law Daughter (natural or step) Daughter-in-law Grandparent (natural or step) Grandchild (natural or step) ACADEME NEXUS will not hire any person, for any position, if the individual is related through the above listed categories, to any member of the ACADEME NEXUS Governance Board, the ACADEME NEXUS Director or the ACADEME NEXUS Business Manager.

30. ACADEME NEXUS will not hire, transfer or promote a person to any position if the individual is in a romantic relationship with the Director or any other relationship that might compromise the Director's objectivity. The reason for this is because where one supervises the work of the other, serious morale issues and appearance of impropriety may be created. Unless a special written waiver is obtained from the Director, which does not negatively affect the general interest of ACADEME NEXUS, an ACADEME NEXUS Board Member or employee shall not:

- a) Cause or permit the hiring, appointment or transfer of a person to a position where a close relative or cohabitant would exercise contract management or direct supervision and evaluation authority over another close relative or co-habitant;
- b) Directly or indirectly recommend or advocate any personnel action that affects any close relative or cohabitant employed at ACADEME NEXUS;
- c) Directly or indirectly cause or permit the employment of a close relative or cohabitant to be a consultant at ACADEME NEXUS.

Expenditure Approval Affecting a Close Relative. An ACADEME NEXUS employee or volunteer shall not approve any expenditure that would result in a direct financial benefit to a close relative or cohabitant.

31. Fairness. An ACADEME NEXUS Board Member, employee or volunteer shall be fair, open-minded and impartial in exercising the employee's authority. ACADEME NEXUS shall strive to assure that all actions promote fairness and equity for all employees, students and others affected.

32. Compliance. An ACADEME NEXUS Board Member, employee or volunteer shall uphold all laws and regulations of the United States and the State of New Mexico and all other applicable government entities and the policies, procedures, rules and regulations of the ACADEME NEXUS.

33. Reporting. If:

- An ACADEME NEXUS Administrator is in violation of the Code of Ethics, the violation is to be reported to the ACADEME NEXUS Director.

- The ACADEME NEXUS Director is in violation of the Code of Ethics, the violation is to be reported to the ACADEME NEXUS Governance Board.

- A member of the ACADEME NEXUS Governance Board is in violation of the Code of Ethics, the violation is to be reported to the other members of the ACADEME NEXUS Governance Board. ACADEME NEXUS Governance Board Member, Employee & Volunteer Code of Ethics ACKNOWLEDGEMENT(To be filed in Personnel File)

(Print): _____ Signature: _____

_____ Position

Held: _____ Date: _____

McCurdy Charter School. (2018). McCurdy Charter School code of ethics. Retrieved from <https://mcsk12nm.org/pdf/Policies//Section%20C%20-%20General%20School%20Administration/MCS-GB-Member-Employee-and-Volunteer-Code-of-Ethics-Policy.pdf>

Academe NEXUS Board of Trustees with legal consultation will adopt a code of conduct like the above.

GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVITS

CERTIFICATION

I, David Bearden, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature



Date

1-11-2000

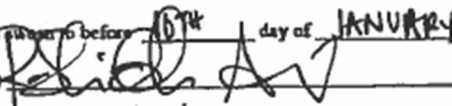
State of DISTRICT OF COLUMBIA

County of WASHINGTON

On this day, DAVID BEARDEN (name of affiant) appeared before me the undersigned notary public and depose 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 16th day of JANUARY, 20 20

(Notary Public)



(Seal)

My commission expires 02/29/2020



CERTIFICATION

I, Adrienne Ison, 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

[Handwritten Signature]

1-10-2020

State of DISTRICT OF COLUMBIA

County of WASHINGTON

On this day, ADRIENNE ISON (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 10th day of JANUARY, 20 20

(Notary Public) *[Signature]*

(Seal)

My commission expires 02/29/2020



CERTIFICATION

I, Diana Muir, 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 Diana Muir Date 1-10-2020

State of DISTRICT OF COLUMBIA

County of WASHINGTON

On this day, DIANA MUIR (name of affiant) appeared before me the undersigned notary public and depose 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 10th day of JANUARY, 2020.

(Notary Public) [Signature] (Seal)

My commission expires 02/29/2020



Attachment 12: Board Members' Résumés and Biographical Affidavits

D. L. Bearden, PhD

Curriculum Vitae

CONTACT

19605 Stage Line Trail

Pflugerville, Texas 78660

email: dbeardenphd@gmail.com

Skype: dbearden,phd

Twitter: @DBeardenphd

Home phone: +1 903-669-1483

Websites: <https://laureate-inc.academia.edu/DLBearden>

<http://sites.google.com/site/dbeardenphd>

<http://www.academiestjohn.org>

<http://www.global-ed-srvs.com/>

BIO

D.L. Bearden is an American educator with interests in Curriculum Design, School Finance, School Leadership, and Cognotics. Prior to becoming an educator, he worked as a Journalist and a Social Services professional.

He holds a PhD in P-12 School Administration from Capella University, a Master of Education in Educational Technology / Adult Education from the University of Phoenix, and a Bachelor in Rural Development from St. Edwards' University. His post graduate work is in International Business Finance. He is a certified teacher in several states and employed as adjunct instructor / consultant at several universities and cyberschools. He is certified as district and campus administrator by the University of the State of New York.

EDUCATION

Graduate

Capella Univ., Minneapolis, MN, PhD in P-12 School Administration (2008)

Univ. of Phoenix, Phoenix, AZ, MAED Educational Technology / Adult Education (2003)

Texas State Univ. San Marcos, teacher and principal certification (1992 & 2004)

Business Administration, Finance, and International Marketing at Post University, Argosy

University, and Boston University combined 33 credits 3.17 GPA (2010-2013)

Undergraduate

St. Edwards Univ., Bachelor Liberal Studies in Rural Development (1979)

Primary/Secondary

Denver City Independent School District, Texas (1968)

EMPLOYMENT

Academic Positions

➤ Superintendent – Académie St John (2012-2019). Secondary virtual school.

- Contributing Professor – Walden University. EDUC 8212 Education Law (2016-2019), EDUC 9002 Research Forum (2015-2019). EDUC 8210 Governance and Politics of Education (2015). EDUC 8211 Economics of Education (2016-2017). EDUC 8350 New Vision of Assessment Evaluation and Accountability (2016). EDPD 8043 Policy Development and Implementation. (2016). EDPD 8040 Governance and Politics of Education. (2016). EDPD 8021 Assessment and Evaluation (AEA) Social, Political and Economic Factors (2016-2018); lead faculty for EDPD 8042 Education Law, Policy, and Governance (2017-2019).
- Adjunct Instructor – Grand Canyon University, School of Doctoral Studies EdD in Education Leadership. EDL 807 History and Politics of K-12 Education (2015). EDL 817 Building a K-12 Community (2013); EDL 812 Governance and Structures in K12 Education (2014). Dissertation Content Specialist. (2014). EDL 807 History and Politics of K12 Education (2015). EDL 827 Strategic Planning in K12 Education (2016-2017). Dissertation Chair (2017-2019). Master of Education adjunct instructor (2019).

Adrienne Rison Isom

Curriculum Vitae

Online Teaching

Face to Face Teaching

University of Phoenix

Teaches following Subjects/Exams

Humanities & Social Sciences (Bachelor of Science: Philosophy)

Language of Instruction: English

Non profit Management Experience

Wax Track Gallery International

The Art Institute of Round Rock

Austin Independent School District

Aug 1998 - Feb 2010

taught grades - 12 and College level, Art / Industrial Art approaches / Adjunct Faculty
"Observational Art" prerequisite class freshman students entering majors architecture, design, animation and others.

Given "Distinguished" Teacher Rating in the first year of teaching public school.

Education

MLA / Humanities / Art

Texas Southern University, Houston, Texas, Texas, United States

Sep 2004 - Dec 2010

Awarded Scholarship Art Studies to complete BA and Masters from the Henry Ford Foundation

St. Edwards University Austin, Texas

Professional Exams & Certifications

3rd Class Federal Communications Broadcaster's License

Texas, United States 1980

Associations & Membership**Austin / Travis County Historical Commission**

Texas, United States

Jan 2009 - Present

Twice honored by the Texas Legislator for artistic achievements in the state of Texas.

Inducted into the National Women's Hall of Fame 2003 in the category of Art / Music,

Appointed to the Austin / Travis County Historical Commission.

Dr. Diana Muir

Curriculum Vitae

747 18th Ave. East Moline, Illinois 61244

309-738-0265

Dianamuir33gmail.com

Brigham Young University

30+ years teaching in traditional classroom

30+ years of genealogy research

15+ years in online learning

Skills & Endorsements:

E-Learning

Teaching

Curriculum Development

Instructional Design

Distance Learning

Experience

CEO World Virtual School

Dates Employed Sep 2009 – Present

Location Davenport, IA

Working on international education projects and curriculum development. Serve 540000 students in 72 countries.

CEO The Personal Learning Center International

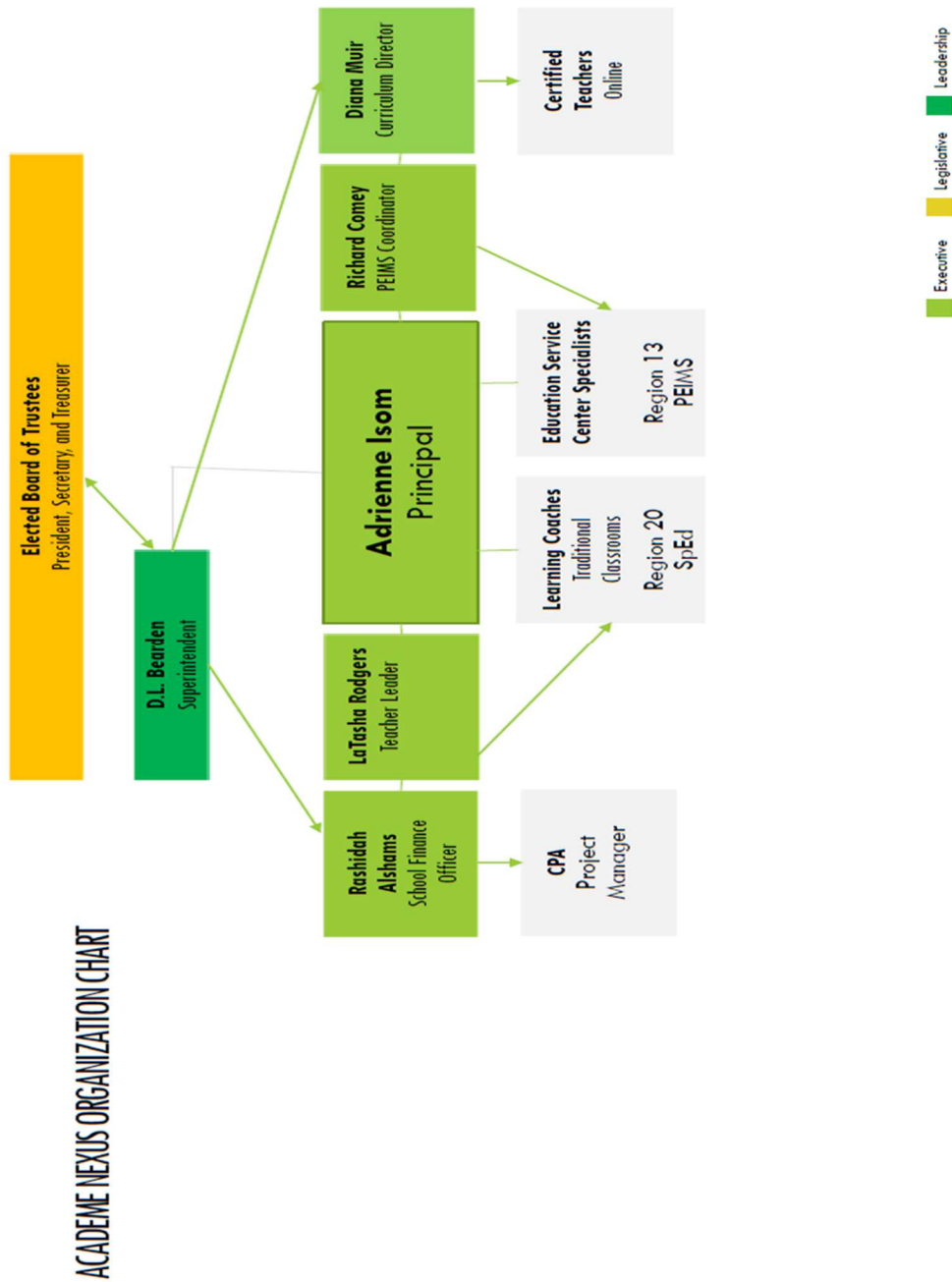
Dates Employed Dec 1995 – Present

Director of Curriculum Development

AMDG Online Learning

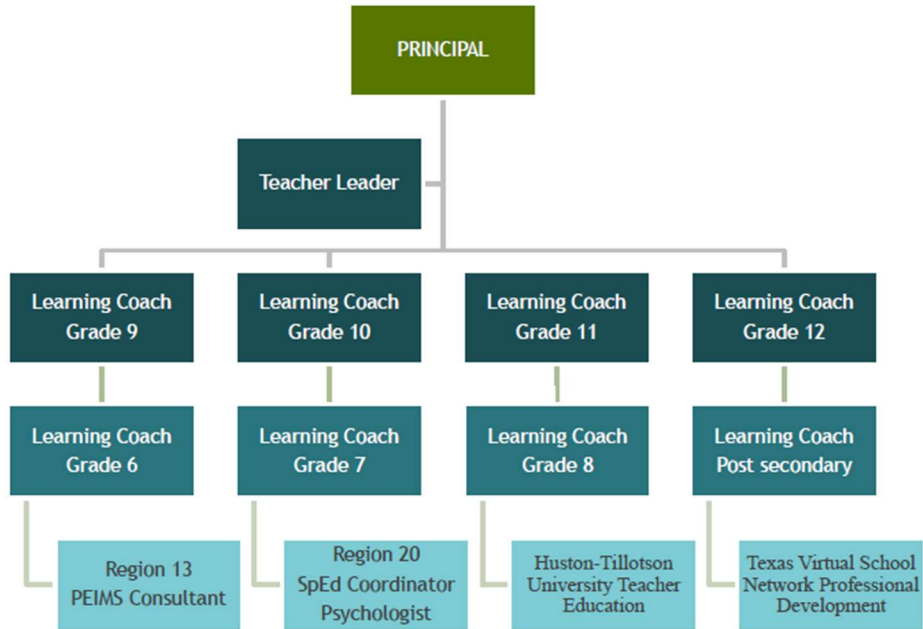
Dates Employed Jul 1999 – Jul 2008

Director of Curriculum creating and maintaining online courses for 9-12th grade.



The administrative organizational chart in effect in year one will not change over the first five years other than personnel changes that may be affected.

Organizational Chart Year 5



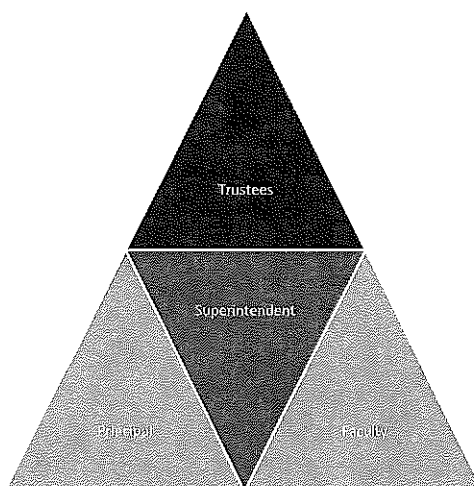
The five year instructional organization chart reflects growth in grade levels by year five. Year one enrollment of 100 will allow no more than 25 students for each of four Learning Coaches. The Online Teachers are not included in this chart but are integrated across all grade levels. They will work asynchronously and individually with students online and will be divided by discipline: Math, Science, Language Arts, and Social Studies. Enrollment is scalable with additional Learning Coaches and Online Teachers added as needed.

Attachment 13: Organizational Charts for Year 1 and Full Capacity

Submit two organizational charts that show the school's governance, management, and staffing structures: (1) one organizational chart will represent the school's structure during Year 1; and (2) the second chart will represent the school's structure at full capacity. If the organizational structure is not projected to change during the 5-year initial contract period, include a statement to indicate that the same organizational chart will apply in Year 1 and at full capacity.

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

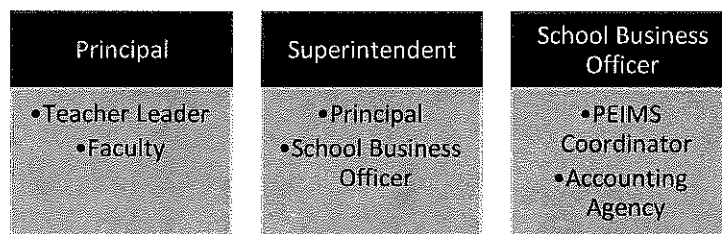
All positions listed on the organizational charts must be noted on the Staffing Chart provided in Attachment 22 and have a corresponding Supplemental Human Resources Information Form submitted in Attachment 23.



Board of Trustees

Superintendent/Principal/Faculty

The organizational chart for the school is not hierarchical with the exception that the Board of Trustees has the governing responsibility for developing policies and approving budgets. The Principal, the Faculty and the Superintendent are collaborative partners in the management of the school but are subject to direction by the Board of Trustees.



Superintendent manages Regional Education Service Center and all external agency communications and contracts.

Principal manages Texas Education Agency communications and contracts.

Attachment 14: Superintendent Evaluation Tool(s)

The superintendent evaluation tool that we have adopted.

Region XIII provides a Superintendent Domain Worksheet: The Appraisal Worksheet (https://www4.esc13.net/uploads/admap/docs/Supt_Appraisal_Fall_2019.docx) is tied to the Texas School Report Card found at <https://txschools.gov/>. Because Academe NEXUS is a startup school there will not be any data in the system during the initial year but in subsequent years the school will follow this evaluation template.

Attachment 15: Résumé and Qualifications for Proposed Superintendent

D. L. Bearden, PhD

Curriculum Vitae

CONTACT

19605 Stage Line Trail

Pflugerville, Texas 78660

email: dbeardenphd@gmail.com

Skype: [dbearden,phd](#)

Twitter: [@DBeardenphd](#)

Home phone: +1 903-669-1483

Websites: <https://laureate-inc.academia.edu/DLBearden>

<http://sites.google.com/site/dbeardenphd>

<http://www.academiestjohn.org>

<http://www.global-ed-srvs.com/>

<http://www.evaonlinecourses.eu/members/d-l-bearden/>

BIO

D.L. Bearden is an American educator with interests in Curriculum Design, School Finance, School Leadership, and Cognotics. Prior to becoming an educator, he worked as a journalist and a social services professional.

He holds a PhD in P-12 School Administration from Capella University, a Master of Education in Educational Technology / Adult Education from the University of Phoenix, and a Bachelor in Rural Development from St. Edwards' University. His post graduate work is in International Business Finance. He is a certified teacher in several states and employed as adjunct instructor / consultant at several universities and cyberschools. He is certified as district and campus administrator by the University of the State of New York.

His experience and training in school leadership is based on service as a consultant on developmental issues for charter schools, cyberschools, virtual schools/ worlds, e-Learning design, arts education, and educational technology. With 11 years classroom teaching experience in public P-12 education and 6 years teaching in K-12 cyberschools he can speak to the classroom practitioner as a veteran. With seven years' experience as a public-school administrator including two as superintendent of a charter school, he can address a variety of perspectives. For the last six years he worked as an adjunct instructor in higher education teaching organizational leadership and research methodology to undergraduate, graduate, and doctoral level learners. He serves as dissertation chair for doctoral learners.

He currently works virtually in Sophia Antipolis a *technopole* or science and technology park, which is home to large and medium-sized companies as well as start-ups, research laboratories, and academic institutions. His work is aimed at advancing ICT in global settings.

EDUCATION

Graduate

Capella Univ., Minneapolis, MN, PhD in P-12 School Administration (2008)

Univ. of Phoenix, Phoenix, AZ, MAED Educational Technology / Adult Education (2003)

Texas State Univ. San Marcos, teacher and principal certification (1992 & 2004)
Business Administration, Finance, and International Marketing at Post University, Argosy
University, and Boston University combined 33 credits 3.17 GPA (2010-2013)

Undergraduate

St. Edwards Univ., Bachelor Liberal Studies in Rural Development (1979)

Primary/Secondary

Denver City Independent School District, Texas (1968)

EMPLOYMENT

Academic Positions

- Superintendent – Académie St John (2012-2020). Secondary virtual school.
- Contributing Professor – Walden University. EDUC 8212 Education Law (2016-2019), EDUC 9002 Dissertation Research Forum (2015-2020). EDUC 8210 Governance and Politics of Education (2015). EDUC 8211 Economics of Education (2016-2017). EDUC 8350 New Vision of Assessment Evaluation and Accountability (2016). EDPD 8043 Policy Development and Implementation. (2016). EDPD 8040 Governance and Politics of Education. (2016). EDPD 8021 Assessment and Evaluation (AEA) Social, Political and Economic Factors (2016-2018); lead faculty for EDPD 8042 Education Law, Policy, and Governance (2017-2020).
- Adjunct Instructor – Grand Canyon University, School of Doctoral Studies EdD in Education Leadership. EDL 807 History and Politics of K-12 Education (2015). EDL 817 Building a K-12 Community (2013); EDL 812 Governance and Structures in K12 Education (2014). Dissertation Content Specialist. (2014). EDL 807 History and Politics of K12 Education (2015). EDL 827 Strategic Planning in K12 Education (2016-2017). EDRS 8002 Dissertation Chair (2017-2019). SEC515 Assessment and Evaluation for Middle and High School Teachers (2019-2020). SEC510 Creating and Managing Creative Learning Environments (2019-2020).
- Adjunct Instructor – Educational Management Corp. Graduate College of Education. R7001 Introduction to Research Methods (2011-2014); R7031 Introduction to Quantitative Analysis (2013-2014). Dissertation Chair (2014-2015).
- Course Facilitator – University of the West Indies. Graduate Studies in Education. EDLS 6505 Literacy Materials Design (2010-2012). EDRS 8001 Qualitative Research Methods and Data Analysis for Educational Practitioners (2016).
- Adjunct Instructor – Bridgepoint Education Graduate Studies: RES 5240 Research Methods (2014-2015) EDU 623 Introduction to Teaching and Learning (2013); EDU 639 Human Relations. & Learning in the Multicultural Environment (2013-2014); HUM 5220 Not for Profit Principles and Practices; HUM 5300 Human Services Policy; ORG 8532 Advanced Seminar: The Leader as Coach (2010-2014, 2016); ORG 8522 Transformational Leadership Coaching Top Level Executives (2010-2014); Dissertation Chair (2011-2017).
- Research Supervisor – University of the West Indies. Graduate Studies in Education. EDLS 6520 (2011-2015).
- Lead Instructor – University of New England Graduate School of Education. School Finance EDU 709, Action Research EDU 690, Intro to School Leadership EDU 701 (2009-2012).
- Consultant – Texas Virtual School, Texas Virtual School Network. (2006-2014).
- Course Reviewer – University of the West Indies Course Development Department of Academic Programming & Delivery Division Financial and Operational Management in Education EDLM 2003 (2013).
- Visiting Professor – St. John International University, Turin Italy. DBE-BUS/2510 – Human Resources Management, DBE-BUS/3350 – E-Business in the Digital Age (2014).

- Adjunct Instructor – Northwestern University Center for Talent Development (2008-2011). International Relations.
 - Grant reviewer – NSPIRES, NASA (2009-2011).
 - Course Reviewer – Virtual Virginia (2009).
 - Course Reviewer / Curriculum Writer – Region IV Education Service Center; (2008-2009).
 - School Improvement Facilitator – Johnston High School (2006-2007).
 - Assistant Director – Academy of Arts and Humanities at Johnston High School (2005-2006).
 - Adjunct Instructor – University of Phoenix and Axia College (2006-2008).
 - Journalism Teacher – Upward Bound Program Huston-Tillotson University. (2005).
 - Academic Teacher – Round Rock ISD. Taught U.S. history and economics. (2003-2004).
 - Academic Teacher – McDade ISD. Taught language arts Grades 6-8. (2002-2003).
 - Superintendent – Executive Travis Rural Area Inc. Founded charter school: business management, grants writing, and curriculum development. (1998-2001).
 - Academic Teacher – Katherine Anne Porter School Taught English III, English IV, BCIS, journalism, economics, and government. (1999-2001).
 - Founder Katherine Anne Porter School – served as trustee (1998-2005).
 - Vocational Teacher – Travis County Community Justice Center. Taught workforce preparation course sponsored by Austin Community College and the Texas Workforce Commission. (1997-1999).
 - Journalism Teacher and Public Information Officer – Wimberley ISD. Taught journalism at high school and served as district Public Information Officer during a bond election year. (1994-1995).
 - Vocational Teacher – Texas Educational Foundation. Taught basic office skills class and managed a quick print shop in printing trades. (1990-1992).
 - Teaching Assistant – Texas Student Publications. University of Texas at Austin (1983-1990).
- Other Work History*
- President – Académie St. John (2013-2020). President of French association organized as advocate of social services and lifelong learning.
<http://www.slideshare.net/dbbearden/extrapresentation-25594303>
 - Journalist / Editor – *Elgin Courier* (2002-2003) Holly Media Group; *Kyle Eagle, Dripping Springs Century News, Wimberley View* (1992-1999); Univ. of Texas *Daily Texan* (1983-1990); *The Villager* (1983-1987); *La Prensa* (1988-1990); *Austin American Statesman* (1976-1980).
 - Social Services – City of Austin / Travis County Community Development Program Director (1979-1983).

Research and Training

1. Laureate Global Services Dissertation Mentoring training (2015).
2. University of the West Indies Ed.D. faculty training (2015).
3. University of the West Indies course development training (2015).
4. Roehampton University London Online BlackBoard training (2015).
5. Walden University BlackBoard training (2015).
6. Grand Canyon University LoudCloud training (2013).
7. European Telecommunications Standards Institute Seminar (2012).
8. Comparative studies of Educational Technology in the European and Mediterranean Region, UNESCO UNEVOC International Center for Technical and Vocational Educational Training (2010-2011)
9. Educational Management Corp. training (2011)
10. Bridgepoint Education, eCollege; dissertation mentorship; practicum supervision (2010-2012)

11. Region IV Education Service Center BlackBoard training (2007-2014)
12. University of the West Indies Moodle training (2010-2011)
13. University of Phoenix Online Learning Environment training (2009)
14. University of Phoenix on ground faculty training (2006)
15. Member of International Association for K-12 Online Learning research committee (2010)
16. Texas Virtual School Pilot Project list serve for virtual school administrators to lobby Legislature (2002-2010)
17. Social service certification UT-Austin/Texas Department of Human Services and nine years of professional development (1979-1986 & 1990-1992)
18. Seven years school management and trustee training Region XIII & Texas Education Agency, (1998-2005)

PROFESSIONAL QUALIFICATIONS

Certifications

Certified to teach secondary school in several states – subjects: Journalism, Government and Office Education (Provisional); English/Language Arts, Composite Social Studies, and Marketing (Standard 1994-2020). Gifted and Talented endorsement (2003-2008). Special Education endorsement (2000-2001)

District Administrator certification (Provisional); Campus Administrator certification (Standard 2007-2014), University of the State of New York.

Social Worker certification (1983). Texas Department of Human Resources.

Skill set

Writing and editing skills for all typographical and graphics applications; Apple, Google, Adobe and Microsoft applications; photography and darkroom; SEO and CRM marketing. School Business Office management.

PROFESSIONAL RECOGNITION

Top .5% of downloads at Academia.edu (2014-2016)

State Sen. Kirk Watson recognition preservation history of Old Anderson High (2009)

Austin Partners in Education coordinator merit award (2005-2007)

Huston-Tillotson University Upward Bound Award (2005)

Intel Teach to the Future Program Master Teacher (2000)

Texas Press Association editorial awards (1998 & 1999)

Wimberley High School Principal's Award (1995)

Texas Music Association writing awards (1987 & 1988)

FUNDED GRANTS AND CONTRACTS

2012-2015 – One World School contract to direct European regional campus

2008 – Community Tennis Assn. expansion grant \$500 funded by United States Tennis Assn.

2006 – High School Allotment grant \$99,000 funded by Austin ISD

2006 – 21st Century Learning Centers, co-authored with Sarah Averill, \$500,000 funded by Texas Education Agency

2004-2005 – Arts in Education and mini grants co-authored with Adrienne Isom, \$7,000 funded by Texas Commission for the Arts.

2000-2005 – Cultural Contracts, co-authored with Adrienne Isom, \$60,000 funded by City of Austin; \$75,000 public art contracts Texas Historical Commission.

1999-2002 – Title X, \$80,000 funded by Texas Education Agency

2001-2002 – Pre-Kindergarten, \$30,000 funded by Texas Education Agency

2000-2002 – Titles I, II, IV, V, and VI, \$5,000 funded by Texas Education Agency
 1999-2002 – IDEA, co-authored by Travis County Charter School Special Education Coop, \$15,000 funded by Texas Education Agency
 2000-2001 – Technology Infrastructure Fund, \$25,000 funded by the TIF Authority
 2000 – Teach to the Future, \$6,000 funded by Microsoft with support from Intel Corp.
 1986 – Community Development Block Grant, co-authored with Virgie Lewis, \$175,000 funded by the City of Austin Housing and Community Services Dept.
 1984 – Comprehensive Training and Employment Act, \$30,000 funded by City of Austin Manpower Training Division
 1983 – Public Discussion Grant, \$5,000 funded by Texas Committee for the Humanities
 1981-1982 – Rural Tutoring Services, co-authored with Thaddeus McDonald, \$20,000 funded by Travis County Human Services Dept.
 1980-1982 – Summer Food Service Program, \$150,000 funded by Texas Department of Human Services
 1980 – Arts in Public Housing, co-authored with Gwen Rodgers, \$10,000 funded by Hogg Foundation

PEER-REVIEWED PROFESSIONAL / SCIENTIFIC ARTICLES

1. Bearden, D.L. (2015). Digital Italy: Teacher Training a Prerequisite for Economic Progress. Fourth International Conference on Cognitronics. Jožef Stefan Institute, Ljubljana, Slovenia.
2. Bearden, D.L. (2013). Psychology of Adolescent Online Behaviour and Learning in Slovenia and the Southern States of Mediterranean Europe. Konferenca Vzgoja in Izobraževanje V Informacijski Družbi.
3. Bearden, D.L. (2012). *Education in the Commonwealth and Netherlands Antilles Caribbean*. Chapter 19 St. Kitts and Nevis. Series Editor, Colin Brock. Northampton University, UK: Blumberry Publishing.
4. Bearden, D.L. (2010). *Pink Granite and White Oak: France and Texas have Grand Plans for Digital Education*. Monograph. ISBN: 978-3-8383-8268-5. Saarbrücken, Germany: Lambert Academic Publishing.
5. Bearden, D.L. (2011). Creating a decentralized statewide online course network: A case study of the Texas Virtual School Network. Chapter in *Emerging technologies in learning: Impact on cognition and culture*. Bhattacharya, M., Mach, N. & Moallem, M. (Eds.) Available at <http://editlib.org/p/39252>
6. Bearden, D.L. (2010). *Cyberschool Finance: A Study of Equity and Adequacy*. ISBN: 978-3-8383-7829-9. Saarbrücken, Germany: Lambert Academic Publishing.
7. Bearden, D.L. (2006). Cyberschools: A hard sell in some states. DEANZ 2006 Conference on enabling eLearning approaches in C21. Auckland, New Zealand: Auckland University of Technology.
8. Bearden, D.L. (1983). The Clayton Vocational Institute: A superior school. Manor, Texas: Texas Committee for the Humanities.

PROFESSIONAL PRESENTATIONS / WORKSHOPS

1. Bearden, D.L. (2013). Education in the Information Society, Konferenca Vzgoja in Izobraževanje V Informacijski Družbi.
2. Bearden, D.L. (2013). Spark 4th Global Conference on Telecenters, Granada Spain. Presentation regarding European Virtual School.

3. Bearden, D.L. (2012). VISCED Virtual School Colloquium, Sheffield, UK. Presentation regarding European Virtual School.
4. Kozloff, D., Prussing, M. & Bearden, D.L. (2011). Municipal bond basics and K-12 issuance considerations. Education Dept, College of Arts & Science University of New England. Overview of the basic components, sale types, financing team participants and considerations involved in a municipal bond offering. Considerations specific to issuers in the K-12 space focused on the perspective of a school administrator. [web conference] https://www.academia.edu/1871228/Municipal_Bond_Basics_and_K-12_Issuance_Considerations
5. Bearden, D.L. (2011). Successes and failures at a comprehensive urban high school, a study of small school redesign in the Austin Independent School District in cooperation with the Certificates of Advanced Graduate Studies Program at the University of New England. Streaming video by Embanet Compass: http://stream.une.edu/hosted/mse/edu709_aisdFocusGroup.html
6. Lewellen, E., Bearden, D.L. (2011) The School Lunch Revolution with Vice President of School Partnerships, Revolution Foods (www.revfoods.com), online web conference (archived UNE video conference file) http://une.wimba.com/launcher.cgi?room=The_School_Lunch_Revolution
7. Bearden, D.L. (2010). Developing virtual school curriculum for the Texas Virtual School Network. Katherine Anne Porter School.
8. Bearden, D.L. (2009). 360Training Inc. Developing virtual school curriculum for the Texas Virtual School Network Pflugerville Independent School District, Office of Curriculum and Instruction.
9. Bearden, D.L. (2008). Building a political economy, foreign policy, and strategic studies wiki. Northwestern University Gifted Learning Labs. Adobe Acrobat Connect Pro.
10. Bearden, D.L. (2008-2010). Building a presentation / podcast Pacific Caribbean Canal mid term project Texas Virtual School. Wimba Live Classroom.
11. Bearden, D.L. (2007). Building a hybrid online learning community. Austin Independent School District, Johnston High School.
12. Bearden, D.L. (2006). Project/problem-based learning in secondary credit recovery programs. Austin Independent School District.
13. Bearden, D.L. (2006). Integrating the fine arts into the core curriculum. Texas Commission for the Arts. Booker T. Washington Magnet School for the Visual and Performing Arts, Dallas Independent School District.
14. Bearden, D.L. (2006). Building partnerships with arts organizations. Johnston High School Academy of Arts and Humanities.
15. Bearden, D.L. (2006). Parent education as part of the learning community. Johnston High School Academy of Arts and Humanities. Austin Independent School District.
16. Bearden, D.L. (2004). Tips and strategies for teaching online. University of Phoenix Austin.
17. Bearden, D.L. (2004). Reform within the school choice framework. Star Charter School. Austin, TX.
18. Bearden, D.L. (2004). Reform within the school choice framework. Katherine Anne Porter School. Wimberley, TX.
19. Bearden, D.L. (2003). Integrating the arts into the core curriculum. Association of Community Based Artists. Westchester, NY.
20. Bearden, D.L. (1999). Charter schools and school choice. Hays Consolidated Independent School District. Kyle, TX.

21. Bearden, D.L. & Bland, Y. (1998). Katherine Anne Porter: Iconoclast of Kyle, Texas. Southwest Texas State University. San Marcos, TX.
22. Bearden, D.L. (1997). Alternative education and school reform. Wimberley Secondary School. Wimberley, TX.
23. Mitchell, H.L., Kerbin, J., & Bearden, D. (1983). Southern Tenants Farmers' Union: Origins of the farm labor movement. LBJ School of Public Affairs. University of Texas at Austin.

PROFESSIONAL MEMBERSHIPS

Member. Research Activities Advisory Council University of the Rockies (2013-2014)
 Member. Advisory Board, One World School (2012-2015)
 Associate. VISCED (2012) A Transnational Appraisal of Virtual School and College Provision.
 Member. Telecenter.org (2010-2012)
 Member. UNEVOC International Center for Technical and Vocational Education and Training (2010-2013)
 Member. World Congress of Comparative Education Societies (2010-2011)
 Member. Sloan Consortium (2010-2013)
 Member. New Media Consortium (2009-2011)
 Member. Texas Computer Education Association (2007)
 Member Research Committee. iNACOL International Association for K-12 Online Learning (2005-2012)
 Board member. Texas Music Museum (2007)
 Business Manager. Wax Track Gallery International (2000-2009)
 Member. Executive Committee. Austin Charter School Special Education Co-op (1999-2001)
 Founder. Katherine Anne Porter School Board of Trustees (2001-2005)
 Founder. Association of Charter Educators (1999-2001)
 Member. Texas Press Association (1983-2000)
 Vice President. Kyle Chamber of Commerce (1997-1999)
 Ex-officio member. Hays County Economic Development Council (1995-1997)
 Member. Travis County Historical Commission (1989)
 Member. National Newspaper Publishers' Association (1983-1987)

SERVICE

University of West Indies course reviewer and curriculum writer (2014, 2016)
 University of the Rockies Research Activities Advisory Council (2013-2014)
 VISCED, a Transnational Appraisal of Virtual Colleges and Schools (2012)
 NASA / NSPIRES grant evaluator (2009-2010)
 Virtual Virginia course reviewer (2009)
 Texas Virtual School curriculum writer (2008)
 Northwestern University Gifted Learning Labs curriculum writer (2008-2011)
 Texas Virtual School Network course reviewer (2008-2009)
 Austin ISD Small Schools Task Force (2006-2007)
 Austin Partners in Education (2005-2007)
 Johnston High School Administrative Cabinet (2005-2007)
 Texas Virtual School Pilot Project Webmaster (2003-2007)
 Texas Music Museum Advisory Board (2006-2007)
 Katherine Anne Porter School Board of Trustees (1998-2005)

McDade ISD Site Based Management Team (2002-2003)
Travis County Charter School Special Education Coop (2000-2002)
Site Based Management Team Wimberley High School (1993-1995)
Community Welfare Association (1985-1990)
Travis County Historical Commission (1989)

RESEARCH INTERESTS

Adult Continuing and Professional Education, Computer Supported Cooperative Work, (CSCW) Andragogy, Computer Supported Collaborative, Learning (CSCL), E-learning, Educational Technology, Instructional Design, Instructional Systems Technology, Game Theory, International Studies, Learning Design, Research Methodology, and Cognotics.

WEBSITES

<http://laureate-inc.academia.edu/DLBearden>
<http://www.linkedin.com/in/dbearnden>
<http://sites.google.com/site/dbearndenphd/>
<http://twitter.com/#!/DBearndenphd>
<http://academiestjohn.org>
<http://www.global-ed-srvs.com/login/index.php>

OTHER RELEVANT ACADEMIC OR RESEARCH PROJECTS

An associate, Dr. Yana Mintoff, co-founder of the Katherine Anne Porter School, is the daughter of former Prime Minister of Malta, Dom Mintoff. Dr. Mintoff served as the President of the Mediterranean Women's Organization and in 1995 spoke on their behalf at the Fourth World Conference on Women in Beijing. Through this association and others Bearden developed an interest in education in the Mediterranean Basin. He has extended that to include small island states around the world.

Current research interest is Cognotics, regarding serious distortions in the development of the personality national cultures caused by stormy development of Information and Communication Technologies (ICT) and globalization processes.

D.L. Bearden (2019). *As Good As It Was: School Reform Can Never Regain What Was Destroyed*. Sophia Antipolis France: Academie St. John Press. ISBN 978-0-359-88893-1

Attachment 16: Job Description or Qualifications for Superintendent

The superintendent has been selected.

N/A

Attachment 17: Résumé(s) and Qualifications for Proposed Instructional Leadership Team
Leadership team members have been selected.

Principal – Adrien Rison Isom

<https://www.linkedin.com/in/adrienne-isom-742816/>

Adrienne attended public school in Long Island, NY. She is a graduate of Texas Southern University where she was a Protege student of the late Dr. John T. Biggers. She has a masters from St. Edwards University and worked as an adjunct professor at University of Phoenix. She is a member of the Travis County Historical Commission and the owner of Wax Track Gallery International providing master sculpting and industrial arts.

Curriculum Vita

Adrienne Rison-Isom

8404 Mayview Drive
Austin, Texas 78724
(512) 928-1606 (512) 803-6518

Professional Expertise

Over 20 years of

Commercial Art Experience

Over 15 Years of Experience in the Communication industry

Education

Masters of Liberal Arts in Humanities, emphasizing the study of cultures, and societies; additional course study in "Organizational Management" / 18 hours of Master's level Art Courses.

St. Edwards University, Austin, Texas, 2006

Bachelors Fine Art Degree (5 year)

Texas Southern University, Houston, Texas, 1998

Extended courses from - University of Texas Austin, Austin Community College. Courses in commercial writing, preparation for 3rd Class FCC License (U.T.). Other academic courses (ACC).

Experience as an Administrator:

Director of WTGI

Wax Track Gallery International Incorporated

Established In 1998

- Ms. Isom develops studio art guild / apprentice style curriculums, installs and manages them within educational institutions.

Administrative Management Experience

- Managing this diverse organization requires skills in grant writing, also diplomacy to conduct collaborative projects with international, cultural, political organizations and entities.
- Extensive knowledge and understanding of wide range of historical subject matter is necessary.

Developing exhibitions

Ms. Isom designs, and creates exhibitions for various government, and private institutions. This entails researching and gathering historical information, or artifacts. These exhibitions are leased out on demand, or created for permanent exhibitions for institutions. Ms. Isom is our primary Master Artist who may create, or direct the creation of sculptures, industrial art, monuments for institutions, drawings, murals, graphic designs, and computer generated art for individual clients.

Experience as an Educator

1998- present

Seven years of teaching experience from level 5th to 12th grades.

One year was served at Austin Independent School District, and six years was gained through our program based at Texas Empowerment Academy of Art and Technology.

(512) 494-1076 Contact Mrs. White Assist. Principal for details of our history.

1985-1997

11 Years of administrative and office experience with Texas Department of Human Services (Headquarters 51st and N. Lamar}

Responsibilities entailed:

- Serving the Fiscal Division Department in the coordination and balancing of reports and redeemable food stamp coupons returned from state contracted vendors (an accounting series position). In her last two years with the department Ms. Isom served as an office assistant to the Director of the Medicaid Division (Mr. Thomas McClinton); Developing legal correspondences, and other communications using diplomacy. This responsibility also entailed carrying out other support duties to the division.

The duration of the 11 years concluded with Ms. Isom's promotion to the position of Research Analyst, in the Medicaid division. This position involved the managing of contracted nursing home, and private care accounts.

(512) 438-3011 Personnel

Additional experience in other fields.

1984 Through 1987

Ms. Isom took on additional employment as a companion care giver for various companies below. (on call basis).

Duties entailed sitting and caring for individuals recovering from surgery or suffering from debilitating illnesses. Hospital, and in-home care with the agencies below, and private duty. Experience in taking blood pressure, vital signs, and other daily care needs.

- Girlings Health Care
- Nurse Locators (This agency eventually absorbed by Girlings)
- Nurse Finders (This agency eventually absorbed by Girlings)

Adrienne Rison-Isom

" While working with the department I also worked on completing a higher education degree I had started in the 1970's, and did not complete due to trials I faced as a young adult, and later starting a family. After obtaining this degree I left the state for what I deemed, was a "higher calling". This higher calling was to become an educator".

Grants and Awards

- ❖ Inducted into the National Women of Achievements Hall of Fame in the Category for Art / Music 2002

Honored by:

- Texas State legislature for Artistic Achievements 2002
- The National Association of Negro Women 2003
- B.O.S.S. (Black Organization of State Workers, based at the Texas State Comptrollers) 2004

Invited Speaker

- Invited Guest Speaker at Texas Southern, to talk to Freshman Class at the John T. Biggers Art Department 2003
- Invited Speaker for National Association of Negro Women

- Invited Motivational Speaker for B.O.S.S. (Black Organization of State Workers)
- Career Speaker for Partners in Education at several Public Schools
- Recent Invited Presenter at a St. Edwards Symposium, to speak on the subject of "The Current State of Art Education Programs at the Public School, and Higher Education Level" (April 2007).
- Awarded funding as an artist from the Henry Ford Foundation for accomplishments in art.
- Awarded funding from the City of Austin, Cultural Contracts for Wax Track Gallery Art Humanities Org., program 12 consecutive years to current as an individual, and a contractor.
- Awarded funding from Texas Commission on the Arts as an individual, and state contractor 8 consecutive years.
- Commissioned to create the first African American monument, which will be placed on the State of Texas Capitol Lawn (unveiling 2008)

Professional Artist

Founder of the "Wax Track Gallery International" traveling exhibition of historical memorabilia, and life-size statues in wax, fiberglass, bronze, and other durable mediums.

Adrienne Isom has created over 30 life size statues! She has also completed a variety of sculpture in other mediums; She has done many large and small paintings, and has served as consultant on restoration projects, as well as initiating restoration as a contractor.

You may view some of her work on the commercial site isomenterprises.com or Google her name.

Experienced Journalist Writer

Ms. Isom also has over 15 years in journalist experience. She has worked for three radio stations, and one television station, as a News / Public Affairs Director, a News Announcer, and a Board Operator (70's). She has been employed for at least two newspapers in Houston, and Austin, and continues to write for a variety of small publications on a freelance basis.

Diplomacy

She has established many ties with a variety of companies, international organizations, and individuals, which has enabled her to expedite private, commercial projects, and historical endeavors with efficiency.

Television and Radio Appearances

Ms. Isom has been the featured guest on may television, and radio programs.

KLRU – Documentary "I'll Make Me A World". Featured African American leaders, speaking on the success of African Americans in the 21st Century.

KAZI - Morning Show- Invited guest speaker on several occasions, to speak on the subject of the effects of academic curriculums, and strategies of improvement at the public-school level.

News 8 – Ms. Isom has been a featured guest on several occasions. Firstly, Ms. Isom was featured two years ago. News 8 spent an entire morning with Ms. Isom at the site of a popular downtown mural, which she was restoring for the second time in 5 years. She was recently (April 28, 2007) made the featured guest on a Saturday talk show, speaking about the Tuskegee Airmen. You may look at excerpts of these interviews on the news8.com site. (Type in Hickory Street Mural)

Fox 7 Morning Show – Ms. Isom has been a featured guest many times. Her most recent interview was April 2007. Ms. Isom was interviewed live, to speak on Tuskegee Airmen History, and a featured exhibition that the Wax Track Gallery brought to a disadvantaged area in East Austin (Doris Miller Auditorium), from Alabama. This was the largest and first pre-civil rights exhibition ever brought to Austin.

Additional Experience You Should Know

In addition to her lengthy career with the State of Texas, Ms. Isom also has a history of serving in a variety of positions, in accounts receivable, payable, and some general ledger experience. She also has an extensive background of service with a variety of Credit Reporting Agencies, these include Retail Commercial Credit Agency, Equifax, Retail Credit Association, and other credit departments within a

variety of companies. She served as a Credit investigator, in the area of compilation of credit history, and other data, developing reports for contract retail, and financial vendors. (Early 80's)

How she can help you.

All the combined experiences Ms. Isom has gathered over the years were achieved because she is able to follow, as well as lead. She is trained at observing the needs of an organization, or client, and collaborating with them to develop strategies of improvement. These experiences, and training make her an efficient worker able to help organizations on a variety of levels, allowing organizations to achieve their goals, optimizing their financial resources.

Curriculum Director – Diana Muir

<https://www.linkedin.com/in/diana-muir-65962915/>

Diana is a graduate of Brigham Young University. She served as curriculum director at AMDG online learning for nine years and is currently CEO of World Virtual School and the Personal Learning Center International.

Superintendent – David L. Bearden

<https://www.linkedin.com/in/dbearden/>

D.L. attended public school in Denver City, Texas. Attended Texas Tech University, University of Texas, and graduated from St. Edwards University after a career in social services administration at Travis County. He has a masters from University of Phoenix and a doctorate from Capella University. He worked as a public-school teacher and administrator in multiple Central Texas School systems and founded the Katherine Anne Porter charter school in Wimberley. He works as a graduate professor at Grand Canyon University and doctoral chair at Walden University and University of the West Indies.

Teacher Leader – LaTasha Nikia Rodgers

<https://www.linkedin.com/in/latasha-rodgers-22989258>

LaTasha Rodgers is a graduate of LBJ High School in Austin ISD. She attended Kealing Magnet School. She studied at Howard University and was in the ROTC program there. She graduated with a degree in education and teacher certification from Texas State University San Marcos. She worked for several years as a site director in the Pflugerville ISD and then worked as an elementary and middle school teacher at Manor ISD, Del Valle ISD and Pflugerville ISD. She has experience working with limited English language learners and is the guardian for a Down's Syndrome brother who attends Pflugerville schools.

School Finance Officer – Rashidah Geraldine Alshams

<https://www.linkedin.com/in/rashidah-alshams-b97240171/>

Rashidah attended Kealing Magnet Program in Austin ISD and Banneker Magnet High School in Washington DC. She graduated from Taylor High School in Katy Texas and attended Texas Tech University and Rutgers University before graduating from Texas Southern University. She had a career in banking with Wells Fargo and then started a business, Woke Yoga & Wellness.

Attachment 18: Job Descriptions or Qualifications for Instructional Leadership Team

Provide all job descriptions or qualifications of the instructional leadership team members who have not yet been selected. If some of the instructional leadership team members have been selected, but some have not, complete Attachment 18 for those who have been selected and complete this Attachment for positions without identified candidates.

Supplemental human resources information forms are required for each position on the staffing chart (Attachment 23). If all applicable information related to a specific position's job description is included on those forms, include a note on this attachment that lists the relevant instructional leadership team position together with a reference to the appropriate page number in Attachment 23.

The teacher leader personal attributes:

- Communicates and listens well
- Is a problem solver
- Is compliant and takes direction well
- Has a positive self-concept
- Is friendly and approachable
- Professional growth and development
- Grows and develops professionally
- Provides mentorship for other teachers
- Collaborates with other teachers
- Is proficient with and uses technology
- Assists and develops school / district professional development programs
- Classroom environment Promotes high standards for all students with respect to individual student needs
- Has strong grasp of connection between instructional and assessment techniques in his/her subject matter Is effective at classroom management and discipline
- Uses a variety of instructional methods
- Creates equitable learning opportunities for students of diverse cultural backgrounds
- School and district environments
- Encourages fellow teachers to do their best
- Visits with the principal frequently in an informal manner
- Demonstrates trust in the leadership team
- Helps principal promote and nurture a focus on teaching and learning
- Is committed to shared decision making

Watt, K.M., Mills, S.J., & Huerta, J. (2010). Identifying attributes of teacher leaders within the advancement via individual determination program: A survey of school principals. *Journal of School Leadership* 20 (May).

The school principal is expected simultaneously to be servant-leader, an organizational and social architect, an educator, a moral agent, a child advocate and social worker, a community activist, and a crisis negotiator all while raising students' standardized-test performance. Added to these demands are the day-to-day responsibilities of the principalship. The principal must negotiate bureaucratic minutiae, district politics, and community interactions. He or she must be able to placate and soothe parents.

Principal reports to Superintendent. Supervises all school personnel directly and/or indirectly

Purpose: To serve as the chief administrator of a school in developing and implementing policies, programs, curriculum activities, and budgets in a manner that promotes the educational development of each student and the professional development of each staff member.

General Planning: conceptualizes the broad goals of the school and plans accordingly to ensure that procedures and schedules are implemented to carry out the total school program.

General Coordination: ensures that the school program is compatible with the legal, financial and organizational structure of the school system. The principal defines the responsibilities and accountability of staff members and develops plans for interpreting the school program to the community.

Enhancement of Personnel Skills: provides activities which facilitate the professional growth of the school staff and enhance the quality of the instructional program.

School Objectives: identifies the annual objectives for the instructional, extracurricular, and athletic programs of the school.

Curriculum Objectives: ensures that instructional objectives for a given subject and/or classroom are developed and involves the faculty and others in the development of specific curricular objectives to meet the needs of the school program. The principal provides opportunities for staff participation in the school program.

Establishes Formal Work Relationships: evaluates student progress in the instructional program by means that include the maintaining of up-to-date student data. The principal supervises and appraises the performance of the school staff.

Facilitates Organizational Efficiency: maintains inter-school system communication and seeks assistance from central office staff to improve performance. The principal maintains good relationships with students, staff, and parents. The principal complies with established lines of authority.

New Staff and Students: orients and assists new staff and new students and provides opportunities for their input in the school program.

Community: encourages the use of community resources, cooperates with the community in the use of school facilities, interprets the school program for the community, and maintains communication with community members.

Supplies and Equipment: manages, directs, and maintains records on the materials, supplies and equipment which are necessary to carry out the daily school routine. The principal involves the staff in determining priorities for instructional purposes.

Services: organizes, oversee, and provides support to the various services, supplies, material, and equipment provided to carry out the school program. The principal makes use of community resources.

Attachment 19: Leadership Evaluation Tool

The leadership evaluation tool we have adopted:

The Interstate School Leaders Licensure Consortium (ISLLC) Standards

Standard 1: Setting a widely shared vision for learning. An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Standard 2: Developing a school culture and instructional program conducive to student learning and staff professional growth. An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 3: Ensuring effective management of the organization, operation, and resources for a safe, efficient, and effective learning environment. An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Standard 4: Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources. An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5: Acting with integrity, fairness, and in an ethical manner. An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Standard 6: Understanding, responding to, and influencing the political, social, legal, and cultural contexts. An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Attachment 20: Résumés and Qualifications for Proposed School Finance Officer

If some of the financial team members have been selected, but some have not, include résumés for those who have been selected and job descriptions or qualifications for the financial team members who have not yet been selected.

Supplemental human resources information forms are required for each position on the staffing chart (Attachment 23). If all applicable information related to a specific position's job description is included on those forms, include a note on this attachment that lists the relevant financial team position together with a reference to the appropriate page number in Attachment 23.

Rashidah Geraldine Alshams

Curriculum Vita

Professional summary

An enthused, integrity-filled and highly motivated self-starter with a keen sense of the financial markets and a passion for entrepreneurship and financial advisement. Holds the ability to quickly and effectively think through complex situations and make difficult judgement calls. Uses cogent interpersonal skills to design strong and unique customer relationships. My dedicated interest is in using innovative thinking to create sustained success by analyzing and managing risk while positively impacting the company.

Qualifications

- Proficient communicator, well versed at building a strong rapport with clients as well as cohorts.
- Talented, team-oriented worker but able to thrive independently.
- Fluent in Excel and Word. Holds strong analytical and critical thinking skills.
- Expertly resolves customer conflict and handles issues with the utmost discretion.
- Possess understanding of banking and credit solutions. Dedicated to learning and staying competitive in the market.

Professional experience

Sept 2015- Aug 2018 | Service Manager

Wells Fargo Bank- Washington, D.C.

- Supervised and trained 20 new financial professionals in branch services, company procedures and software
- Oversaw daily branch operations and serve as a liaison between upper management and branch employees to share the best practices and ensure continuity
- Stay atop of changing federal regulations as to manage risk, prevent a negative reputation and unfavorable financial impact to the bank and customers.
- Ensure the branch is operationally in compliance with policy and procedures in preparation for annual audits
- Coached team to effectively manage client relationships by anticipating and empathizing with their needs in order to recognize and maximize referrals and sales opportunities. Team managed referred over \$3.3M in client assets to Private Banker in Quarter 1 and 2 of 2018
- Team achieved 94% Customer Satisfaction metrics for three consecutive quarters

- Positively increased customer loyalty exponentially 5 consecutive quarters.

Client account retention rate among highest in the North East region.

July 2014- Sept 2015 | Personal Banker

Wells Fargo Bank – Washington, D.C

- Top-producing banker in the region due to; accurate assessments of client needs and understanding of opportunities and well versed in product knowledge.
- Cultivated business relationships and provided significant value to clients.
- Assessed and identified clients need to meet with financial advisor
- Discovered through banking conversations over \$1.5 million in client retirement assets and coordinated meetings with Financial Advisor
- Promoted bank products with a 90% success rate, including cross selling of deposit accounts, credit accounts, auto loan and home mortgage opportunities
- Meticulous review of work as to ensure accuracy.
- Recognized and referred \$5 million in opportunities to Financial Advisor July 2012-July 2014 | Customer Sales & Service Representative Wells Fargo Bank – Austin, Texas
- Daily review of balance fluctuation reports for \$250,000 or more in deposits, to refer to Private Banker.
- Effectively multitasked and consulted with various clients and assessed their respective financial needs and strategized independent growth plans for each client.
- Supported Private Banker managing a book of business with over \$15 million in client net worth
- Recruited and secured 15 personal and business clients to bring assets to the bank within 1 quarter
- Exceed Sales goals by 5% each quarter in position

Education

BA: Political Science, Economics

Texas Southern University- Houston, Texas

Rashidah will complete an ASBO affiliate workshop that covers the SFO Exam competencies after three years of experience to obtain her School Business Officer certification.

We will contract with a CPA to handle daily accounting services.

Attachment 21: Qualifications for Proposed Operations Team

Training and certification with Association of School Business Officers International:

Management Information Systems

School Financial Officer understands and demonstrates the ability to

- Direct or develop management information systems.
- Apply the most current technology to the storage, analysis, and communication of data (fax, electronic mail, administrative and educational computer systems, etc.).
- Evaluate the cost benefits and organizational value of producing information.
- Develop, maintain, and validate a records management system using appropriate technology that complies with all legal requirements.
- Develop and maintain an accurate database to facilitate management decisions using current information management techniques.
- Administrate a computerized management information system.
- Ensure that appropriate data security and privacy of records are maintained.
- Assist in the integration and gathering of information for public relations purposes.
- Assist in and coordinate the gathering and reporting of information for government reports.
- Maintain and protect the historical records archive of the school district.
- Assist in the development and implementation of technology in the business office and the classroom environment.
- Maintain a working knowledge of the technology and software available for school and business office use.
- Direct or develop specific plans for secure student and employee access to the Internet.

PEIMS Coordinator (Reports to: Principal)

Qualifications:

1. Minimum High School Diploma, Bachelor's Degree preferred but not required
2. Experience in school district administrative support position that required collecting and entering data
3. Minimum 4 years of experience coding within Texas Student Data System (TSDS) and PEIMS data in school district (Required)

The PEIMS Coordinator is responsible for managing the collection and reporting the Information Management System (PEIMS) data. The PEIMS Coordinator provides assistance to school personnel on student information functions and generates data reports to inform the work of the campus departments. The Coordinator will process student enrollment, transfers, and withdrawals for the campus. In addition, they will be the system manager for financial, student, electronic grade books and maintain accurate attendance records for the campus. They will ensure efficient operation of the school office and provide clerical services for the school's administrative staff.

Attachment 22: Staffing Chart

Staffing Chart						
Positions	Year 1	Year 2	Year 3	Year 4	Year 5	At capacity
Central Office						
Superintendent/CEO	.25	.25	.25	.25	.25	.25
Chief Financial Officer	.50	.50	.50	.50	.50	.50
Chief Operating Officer	0	0	0	0	0	0
Other Central Office staff						
Total central office FTEs	.75	.75	.75	.75	.75	.75
Middle School Campus Staff						
School leaders (principal, assistant principal, deans, etc.)						
Learning Coaches		2	2	2	2	2
Teacher (specials, e.g., art)						
Teacher, ESL/Bilingual						
Teacher, Special Education						
Student support staff (e.g., paraprofessionals, counselors)						
Campus operations (e.g., PEIMS coordinator, clerk)						

Staffing Chart						
	Year 1	Year 2	Year 3	Year 4	Year 5	At capacity
Positions						
Total middle school FTEs						
High School Campus Staff						
School leaders (principal, assistant principal, deans, etc.)	2	2	2	2	2	2
Learning Coaches	2	4	4	4	4	8
Teacher (online core subject areas)		4	6	8	10	12
Teacher, ESL/Bilingual		Not FTE	Not FTE	Not FTE	Not FTE	Not FTE
Teacher, Special Education						
Student support staff (e.g., paraprofessionals, counselors)						
Campus operations (PEIMS coordinator)	1	1	1	1	1	1
Total high school FTEs	5	7	9	11	11	12
Total charter school staff	5	9	11	13	13	14
Teacher-student ratio	25 to 1	25 to 1	25 to 1	25 to 1	25 to 1	25 to 1

* the superintendent will serve as the certified Special Education teacher on staff. All Sped specialists will be contracted through Region XX ESC.

Attachment 23: Supplemental Human Resources Information Forms for each Position on the Staffing Chart
<ul style="list-style-type: none">Item Missing-Only 4 HR Forms were submitted and 2 of those are not on Attachment 22, Staffing Chart (Curriculum Director & Teacher Leader). An HR Form must be submitted for each position listed on the staffing form. Additionally, all positions on the staffing chart and having HR forms must be on the Organizational Charts.

Attached are all professional staff supplemental human resources information forms. The staffing chart is amended below for clarity, but it is important to understand that many positions are not FTEs. All administrative salaries and professional instructional salaries are derived from the FTE of the base salary \$50,000.

Attachment 22: Staffing Chart

Staffing Chart						
Positions	Year 1	Year 2	Year 3	Year 4	Year 5	At capacity
Central Office						
Superintendent/CEO	.25	.25	.25	.25	.25	.25
Chief Financial Officer	.50	.50	.50	.50	.50	.50
Chief Operating Officer	0	0	0	0	0	0
Other Central Office staff						
Total central office FTEs	.75	.75	.75	.75	.75	.75
Middle School Campus Staff						
School leaders (principal, curriculum director, and teacher						

Staffing Chart						
Positions	Year 1	Year 2	Year 3	Year 4	Year 5	At capacity
leader serve all grade levels.)						
**** Learning Coaches		2	2	2	2	2
** Teacher (specials)						
*** Teacher, ESL/Bilingual						
* Teacher, Special Education Coordinator (contracted with ESC 20)						
** Student support staff						
Campus operations (PEIMS coordinator serves entire campus)						
Total middle school FTEs	2	2	2	2	2	2
High School Campus Staff						
School leaders (principal, curriculum director & teacher leader server all grade levels)	2	2	2	2	2	2
**** Learning Coaches	2	4	4	4	4	8
Teacher (online core subject areas)		4	6	8	10	12
		Not FTE	Not FTE	Not FTE	Not FTE	Not FTE

Staffing Chart						
	Year 1	Year 2	Year 3	Year 4	Year 5	At capacity
Positions						
*** Teacher, ESL/Bilingual						
* Special Education (professionals contracted ESC 20)						
Student support staff (** contracted Huston-Tillotson Univ.)						
Campus operations (PEIMS coordinator serves entire campus)	1	1	1	1	1	1
Total high school FTEs	5	7	9	11	11	12
Total charter school staff	5	9	11	13	13	14
Teacher-student ratio	25 to 1	25 to 1	25 to 1	25 to 1	25 to 1	25 to 1

* the superintendent will serve as the certified Special Education teacher on staff. All SpEd specialists will be contracted through Region XX ESC.

** IT support, athletic trainers, librarians, guest lecturers etc. will be contracted individually with Huston-Tillotson University faculty and staff.

*** Our curriculum is delivered in multiple languages. Online teachers will be expected to be capable of communicating in multiple languages in writing.

**** Learning Coaches will be recruited from the learners enrolled in Huston-Tillotson University teacher education program.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

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.

membership fees and training costs at Association of School Business Officials International

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 Served	Salary Range
<input type="text" value="McDade"/>	<input type="text" value="011905"/>	<input type="text" value="McDade"/>	<input type="text" value="382"/>	<input type="text" value="47,480"/>
<input type="text" value="Florence"/>	<input type="text" value="246902"/>	<input type="text" value="Florence"/>	<input type="text" value="1,086"/>	<input type="text" value="76,467"/>
<input type="text" value="Coupland"/>	<input type="text" value="246914"/>	<input type="text" value="Coupland"/>	<input type="text" value="169"/>	<input type="text" value="55,500"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

1.
2.
3.
4.
5.
6.
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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.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

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 Served	Salary Range
<input type="text" value="McDade"/>	<input type="text" value="011905"/>	<input type="text" value="McDade"/>	<input type="text" value="382"/>	<input type="text" value="n/a"/>
<input type="text" value="Florence"/>	<input type="text" value="246902"/>	<input type="text" value="Florence"/>	<input type="text" value="1,086"/>	<input type="text" value="83,513"/>
<input type="text" value="Coupland"/>	<input type="text" value="246914"/>	<input type="text" value="Coupland"/>	<input type="text" value="169"/>	<input type="text" value="n/a"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

1.
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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.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

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 Served	Salary Range
KIPP San Antonio	015-826	San Antonio	2,422	No Results Found
China Spring ISD	161-920	China Spring	2,598	\$32,724 state ave
Thrall ISD	246-912	Thrall	648	\$32,724 state ave

Name of Proposed Charter School:	Academe NEXUS
Name of Sponsoring Entity:	Wax Track Gallery International
Position Title:	PEIMS Coordinator
Reports to:	Principal

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

1. Knowledge of TxEIS software
2. Responsible for accuracy and verification of grades, GPA, class rankings, transcripts and graduation plans.
3. Prepare report cards, progress report cards, failures and incompletes, UIL Eligibility, class rosters, or end of semester reports
4. Process new student records, including transcripts and records from other schools and entering student data
5. Run reports and verification checks on PEIMS data to ensure accuracy of information
6. Work cooperatively with campus, district staff to collect, organize, and verify data required to submit PEIMS
7. Compile, maintain and file all physical and computerized reports and records
8. Maintain confidentiality of information
9. Assist with all other duties assigned by the Principal
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.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

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.

membership and enrollment in certification program

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 Served	Salary Range
<input type="text" value="McDade"/>	<input type="text" value="011905"/>	<input type="text" value="McDade"/>	<input type="text" value="382"/>	<input type="text" value="70,000"/>
<input type="text" value="Florence"/>	<input type="text" value="246902"/>	<input type="text" value="Florence"/>	<input type="text" value="1,086"/>	<input type="text" value="82,645"/>
<input type="text" value="Coupland"/>	<input type="text" value="246914"/>	<input type="text" value="Coupland"/>	<input type="text" value="169"/>	<input type="text" value="50,000"/>

Name of Proposed Charter School: Academe NEXUS

Name of Sponsoring Entity: Wax Track Gallery International

Position Title: Principal

Reports to: Board of Trustees

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

1. Promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

2. Promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and professional growth.

3. Promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

4. Promotes the success of all students by collaborating with families and community members, and mobilizing community resources.

5. Promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

6. Promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

7.

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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.

GENERATION 25 SUPPLEMENTAL HR FORM-CEO

Name of Proposed Charter School: Academe NEXUS

Name of Sponsoring Entity: Wax Track Gallery International

Position Title: CEO/Superintendent

Reports to: Charter Holder Board of Directors

Salary Range: .25 FTE of \$50,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

travel allowance

Proposed Location (City and County): Austin, Travis County

Number of Students anticipated in year one: 100 In year five: 300

Minimum Qualifications Required:

Education Required: doctor of education

Experience Required: charter school administration of at least one year
classroom teaching experience of at least three years
traditional public school administration of at least one year

Certification Required: superintendent certification

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
MCDADE ISD	011905	McDade Texas	382	94,000
Florence ISD	246902	Florence Texas	1,086	127,500
Coupland ISD	246914	Coupland Texas	169	50,000

Name of Proposed Charter School:	Academe NEXUS
Name of Sponsoring Entity:	Wax Track Gallery International
Position Title:	CEO/Superintendent
Reports to:	Charter Holder Board of Directors

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

1. Promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
2. Promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and professional growth.
3. Promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4. Promotes the success of all students by collaborating with families and community members, and mobilizing community resources.
5. Promotes the success of all students by acting with integrity, fairness, and in an ethical manner.
6. Promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
- 7.
- 8.
- 9.
- 10.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

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 Served	Salary Range
<input type="text" value="McDade"/>	<input type="text" value="011905"/>	<input type="text" value="McDade"/>	<input type="text" value="382"/>	<input type="text" value="n/a"/>
<input type="text" value="Florence"/>	<input type="text" value="246902"/>	<input type="text" value="Florence"/>	<input type="text" value="1,086"/>	<input type="text" value="63,716"/>
<input type="text" value="Coupland"/>	<input type="text" value="246914"/>	<input type="text" value="Coupland"/>	<input type="text" value="169"/>	<input type="text" value="n/a"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

1.

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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.

Attachment 23: Supplemental Human Resources Information Forms

GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: **Academe NEXUS**

Name of Sponsoring Entity: **Wax Track Gallery International**

BACKGROUND

Full Legal Name: **Adrienne LaDonna Rison Isom**

Home Mailing Address: **8404 Mayview Drive**

Phone Number: **512-928-1606**

E-mail Address: **adrienne_isom@hotmail.com**

Business Name: **Wax Track Gallery International**

Business Mailing Address: **8404 Mayview Drive**

Business Phone Number: **512-928-1606**

E-Mail Address: **adrienne_isom@hotmail.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:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

I am the CEO of the sponsoring organization which is an arts organization that shares the mission and goals of the proposed charter school.

Page ____

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

The board of trustees for any local education agency is responsible for setting policy for the school system and to provide expertise in areas that support the administrative staff in any way that is needed. The responsibility for management is left to the school administrators.

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 a member of the Travis County Historical Commission and have worked with the City of Austin Cultural Arts Division for many years of funding of community arts activities and programs.

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

I have administrative experience as an arts administrator working with Texas arts and City of Austin arts funding activities.

SCHOOL MISSION AND PROGRAM

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

Academe NEXUS is a content-rich blended virtual school serving grades 6-12 with adaptive lessons and certified online teachers blended with a disciplined traditional face to face classroom. Academe NEXUS's identified population:

The criteria for selection of students who may benefit from a disciplined traditional curriculum that is combined with innovative web-based learning includes students who are identified as:

1. "At-risk" or as we prefer to say "at promise"
2. Gifted and talented students who leave a local school district
3. Population of under served students who leave a local school district

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

Academe NEXUS uses an infrastructure called Moodle, an infrastructure that allows the school to integrate third-party add-ons that facilitate 21st Century Learning Skills. Students have access to email, threaded-discussion, wikis, and portfolios within the infrastructure and are linked to the Horizon/Wimba Virtual classroom for added interactive features. Within the virtual classroom, students and instructors can share their desktop applications, preview media presentations, access the interactive whiteboard, and have access to real-time audio voice communication.

All textbooks are provided in an online digital version by Academe NEXUS. The majority of core courses use digital e-text by Prentice Hall, while career-tech and Advanced Placement courses use online digital subscriptions at iChapters.com through Cengage Learning. Hard copy textbooks are available for students, but

must be purchased by the student or school. All digital textbooks are provided at no cost to the student.

Courses offered are in the following categories:

Courses	number of courses
Advanced Placement.....	31
Career-Technical.....	66
English/Language Arts.....	17
Fine Arts.....	12
Foreign Languages.....	41
Health and Life Skills.....	6
International Diploma Program.....	32
Mathematics.....	15
Science.....	16
Social Sciences/History.....	48

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

A high quality and highly accessible blended virtual school is both personalized and community-building in nature.

The school should utilize university research into curriculum design and integration and provide teacher training for working teachers and teachers entering the field.

The school should establish a model hybrid school program that combines the best qualities of traditional face-to-face instruction with the best practices in virtual education.

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

The Academe NEXUS will be successful when students work with facilitators to complete real-world projects in their local communities; and students receive project management training so that they can teach future students and create sustainable programs in the community or around the world; and students can take classes in a variety of languages and study foreign languages.

GOVERNANCE

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

Academe NEXUS is not organized as a traditional hierarchical governance structure but follows a model demonstrated in high tech firms that are successful in the Austin technology sector. The board establishes policy and the administration follows policy while allowing a grid structure of administration to emerge around knowledge centers in each area of instruction.

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

The school must meet acceptable state standards on student assessment and financial accountability in its initial year as a traditional school in order to be eligible to apply as a provider district in the Texas Virtual School Network after the first year. Management of financial matters will be a priority with strong PEIMS accountability. Student performance on state mandated standardized testing will not be the main concern but will be conducted according to state regulatory mandates.

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

Academe NEXUS will be a provider district in the TxVSN with an enrollment approaching 1000 within Travis County. It will achieve acceptable accountability standards by the Texas Education Agency and students will graduate within their cohort class and move on to higher education or to careers.

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

The board must be proactive in seeking grant support not only from governmental sources but also from corporations and philanthropy. The board must be proactive in teacher recruitment and training.

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?

A code of ethics will be administered by the Academe NEXUS administration with Board of Trustees oversight and revision according to need. The initial board of trustees will serve until a county wide election is held. The democratic process will be a safeguard against any impropriety.

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.

I taught in a charter school 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.

I am the CEO of Wax Track Gallery International Inc.

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 as a teacher at another charter school in Austin Texas but is no longer associated with any 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.

at \$50,000 annual salary.



10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

☐ Yes

☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

Page ____

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 10.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

☐ Yes

☒ Does not apply to me.

If yes, provide information relating to the matter(s).

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

☐ Yes

☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

Page

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 10.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

☐ Yes

☒ Does not apply to me.

If yes, provide information relating to the matter(s).

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

☐ Yes

☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

Page

CERTIFICATION

I, Dorime Isom, 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

Dorime Isom

Date

1-10-2000

[Signature]

1-10-2000

State of _____

County of _____

On this day, _____ (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 _____ day of _____, 20____.

(Notary Public) _____

(Seal)

My commission expires _____

Page _____

GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: **Academe NEXUS**

Name of Sponsoring Entity: **Wax Track Gallery International**

BACKGROUND

Full Legal Name: **Diana J. Muir**

Home Mailing Address: **East Moline, IL 61244**

Phone Number: **309-203-1600**

E-mail Address: **dianamuir33@gmail.com**

Business Name: **Global Education Services LLC**

Business Mailing Address: **East Moline, IL 61244**

Business Phone Number: **309-203-1600**

E-Mail Address: **dianamuir33@gmail.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:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

Diana Muir is also an educator and pioneer in online education. She is widely published in academic realms with papers on distance education, online education and the future of technology and social change.

Page ____

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

The board of trustees for any local education agency is responsible for setting policy for the school system and to provide expertise in areas that support the administrative staff in any way that is needed. The responsibility for management is left to the school administrators.

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.

Diana holds multiple degrees in a variety of subjects and received her double Ph.D. from the University of Iowa in June of 2000 in Technology and Social Change, and in Education. She also participated in a Distance Education Certificate program at the University of Wisconsin-Madison and a post-graduate degree program in education at Harvard University in the summer of 2002. She originally became involved with online learning in December of 1995 when she first launched 8 free online courses for genealogists, family historians who needed to know what records were available and how to do research. Since then she has created and launched more than 300 courses, from 6th grade to college level, in 5 different platforms.

Diana has published at least 2 papers each year and has been published in Sociological and Education journals around the world, and has spoken at conventions such as The World Futures Society in Washington D.C., the Distance Learning Conference in Moscow, Russia, and at the Conference for International Distance Education in Johannesburg, South Africa.

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

Diana J. Muir, Ph.D. is the founder of the Hawking Institute and of the Personal Learning Center, International. With more than 14 years in online learning, Diana is considered one of the pioneers in the field of online education.

SCHOOL MISSION AND PROGRAM

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

Academe NEXUS is a content-rich blended virtual school serving grades 6-12 with adaptive lessons and certified online teachers blended with a disciplined traditional face to face classroom. Academe NEXUS's identified population:

The criteria for selection of students who may benefit from a disciplined traditional curriculum that is combined with innovative web-based learning includes students who are identified as:

1. "At-risk" or as we prefer to say "at promise"
2. Gifted and talented students who leave a local school district
3. Population of under served students who leave a local school district

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

Academe NEXUS uses an infrastructure called Moodle, an infrastructure that allows the school to integrate third-party add-ons that facilitate 21st Century Learning Skills. Students have access to email, threaded-discussion, wikis, and portfolios within the infrastructure and are linked to the Horizon/Wimba Virtual classroom for added interactive features. Within the virtual classroom, students and instructors can share their desktop applications, preview media presentations, access the interactive whiteboard, and have access to real-time audio voice communication.

All textbooks are provided in an online digital version by Academe NEXUS. The majority of core courses use digital e-text by Prentice Hall, while career-tech and Advanced Placement courses use online digital subscriptions at iChapters.com through Cengage Learning. Hard copy textbooks are available for students, but must be purchased by the student or school. All digital textbooks are provided at no cost to the student.

Courses offered are in the following categories:

Courses	number of courses
Advanced Placement.....	31
Career-Technical.....	66
English/Language Arts.....	17
Fine Arts.....	12
Foreign Languages.....	41
Health and Life Skills.....	6
International Diploma Program.....	32
Mathematics.....	15
Science.....	16
Social Sciences/History.....	48

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

A high quality and highly accessible blended virtual school is both personalized and community-building in nature.

The school should utilize university research into curriculum design and integration and provide teacher training for working teachers and teachers entering the field.

The school should establish a model hybrid school program that combines the best qualities of traditional face-to-face instruction with the best practices in virtual education.

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

The Academe NEXUS will be successful when students work with facilitators to complete real-world projects in their local communities; and students receive project management training so that they can teach future students and create sustainable programs in the community or around the world; and students can take classes in a variety of languages and study foreign languages.

GOVERNANCE

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

Academe NEXUS is not organized as a traditional hierarchical governance structure but follows a model demonstrated in high tech firms that are successful in the Austin technology sector. The board establishes policy and the administration follows policy while allowing a grid structure of administration to emerge around knowledge centers in each area of instruction.

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

The school must meet acceptable state standards on student assessment and financial accountability in its initial year as a traditional school in order to be eligible to apply as a provider district in the Texas Virtual School Network after the first year. Management of financial matters will be a priority with strong PEIMS accountability. Student performance on state mandated standardized testing will not be the main concern but will be conducted according to state regulatory mandates.

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

Academe NEXUS will be a provider district in the TxVSN with an enrollment approaching 1000 within Travis County. It will achieve acceptable accountability standards by the Texas Education Agency and students will graduate within their cohort class and move on to higher education or to careers.

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

The board must be proactive in seeking grant support not only from governmental sources but also from corporations and philanthropy. The board must be proactive in teacher recruitment and training.

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?

A code of ethics will be administered by the Academe NEXUS administration with Board of Trustees oversight and revision according to need. The initial board of trustees will serve until a county wide election is held. The democratic process will be a safeguard against any impropriety.

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 worked at a distance with D.L. Bearden on the administrative aspects of the virtual school I administer Global Education Services LLC.

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

☐ Yes

☒ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

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

☒ Yes

☐ No, I/we do not know any such persons

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

I will resign from my position on the board following an election of new trustees and then will provide the curriculum for Academe NEXUS through a contract with my firm Global Education Services LLC.

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.

Page

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.

I will provide the curriculum for Academe NEXUS through a contract with my firm Global Education Services LLC at \$150 per half credit enrollment per term.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

Global Education Services LLC

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

N/A

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

☒ Yes

☐ Does not apply to me.

If yes, state the compensation you expect to receive.

As curriculum director I will be paid \$12,500 annual salary to handle enrollments and transcripts.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

☐ Yes

☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 10.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

☐ Yes

☒ Does not apply to me.

If yes, provide information relating to the matter(s).

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

☐ Yes

☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

Page _____

CERTIFICATION

I, Diana Muir, 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

Diana Muir

Date

1-10-2000

State of _____

County of _____

On this day, _____ (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 _____ day of _____, 20____.

(Notary Public) _____

(Seal)

My commission expires _____

Page _____

GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: **Academe NEXUS**

Name of Sponsoring Entity: **Wax Track Gallery International**

BACKGROUND

Full Legal Name: **David Lindley Bearden**

Home Mailing Address: **19605 Stage Line Trail Pflugerville, Texas 78660**

Phone Number: **9036691483**

E-mail Address: **dbeardenphd@gmail.com**

Business Name: **Laureate International Universities**

Business Mailing Address: **100 Washington Avenue South Suite 900 Minneapolis, Minnesota 55401**

Business Phone Number: **855-646-5286**

E-Mail Address: **david.bearden2@waldenu.edu**

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: **Katherine Anne Porter School**

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

D.L. Bearden was the founder of the KAP school in 1998 and joined the board afterward. He previously worked for the Wimberley ISD as Public Information Officer and for Communities in Schools working with At Risk populations. He obtained his teaching certificate at San Marcos Job Corps Center and Texas State University. He worked in Kyle and Dripping Springs in Hays County as managing editor at Holly Media Group for the decade of the 1990s. He left to complete his doctorate and to assume an administrative position in the Austin ISD.

Page ____

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

The board of trustees for any local education agency is responsible for setting policy for the school system and to provide expertise in areas that support the administrative staff in any way that is needed. The responsibility for management is left to the school administrators.

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.

D.L. Bearden served as the President of Executive Travis County Rural Areas and wrote the following grants:
1986 – Community Development Block Grant, co-authored with Virgie Lewis, \$175,000 funded by the City of Austin Housing and Community Services Dept.
1984 – Comprehensive Training and Employment Act, \$30,000 funded by City of Austin Manpower Training Division
1983 – Public Discussion Grant, \$5,000 funded by Texas Committee for the Humanities
1981-1982 – Rural Tutoring Services, co-authored with Thaddeus McDonald, \$20,000 funded by Travis County Human Services Dept.
1980-1982 – Summer Food Service Program, \$150,000 funded by Texas Department of Human Services
1980 – Arts in Public Housing, co-authored with Gwen Rodgers, \$10,000 funded by Hogg Foundation
D.L. Bearden served as superintendent of Kenny Dorham School a 3rd generation charter. He was successful in writing the following grants:
1999-2002 – Title X, \$80,000 funded by Texas Education Agency
2001-2002 – Pre Kindergarten, \$30,000 funded by Texas Education Agency
2000-2002 – Titles I, II, IV, V, and VI, \$5,000 funded by Texas Education Agency
1999-2002 – IDEA, co-authored by Travis County Charter School Special Education Coop, \$15,000 funded by Texas Education Agency
2000-2001 – Technology Infrastructure Fund, \$25,000 funded by the TIF Authority
2000 – Teach to the Future, \$6,000 funded by Microsoft with support from Intel Corp.
2008 – Community Tennis Assn. expansion grant \$500 funded by United States Tennis Assn.

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

D.L. Bearden served on the board of Wax Track Gallery International and wrote the following grants:
2004-2005 – Arts in Education and mini grants co-authored with Adrienne Isom, \$7,000 funded by Texas Commission for the Arts.
2000-2005 – Cultural Contracts, co-authored with Adrienne Isom, \$60,000 funded by City of Austin; \$75,000 public art contracts Texas Historical Commission. 2008 – Community Tennis Assn. expansion grant \$500 funded by United States Tennis Assn.
As an Austin ISD administrator D.L. Bearden wrote the following grants:
2006 – High School Allotment grant \$99,000 funded by Austin ISD
2006 – 21st Century Learning Centers, co-authored with Sarah Averill, \$500,000 funded by Texas Education Agency

SCHOOL MISSION AND PROGRAM

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

Academe NEXUS is a content-rich blended virtual school serving grades 6-12 with adaptive lessons and certified online teachers blended with a disciplined traditional face to face classroom. Academe NEXUS's identified population:

The criteria for selection of students who may benefit from a disciplined traditional curriculum that is combined with innovative web-based learning includes students who are identified as:

1. "At-risk" or as we prefer to say "at promise"
2. Gifted and talented students who leave a local school district
3. Population of under served students who leave a local school district

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

Academe NEXUS uses an infrastructure called Moodle, an infrastructure that allows the school to integrate third-party add-ons that facilitate 21st Century Learning Skills. Students have access to email, threaded-discussion, wikis, and portfolios within the infrastructure and are linked to the Horizon/Wimba Virtual classroom for added interactive features. Within the virtual classroom, students and instructors can share their desktop applications, preview media presentations, access the interactive whiteboard, and have access to real-time audio voice communication.

All textbooks are provided in an online digital version by Academe NEXUS. The majority of core courses use digital e-text by Prentice Hall, while career-tech and Advanced Placement courses use online digital subscriptions at iChapters.com through Cengage Learning. Hard copy textbooks are available for students, but must be purchased by the student or school. All digital textbooks are provided at no cost to the student.

Courses offered are in the following categories:

Courses	number of courses
Advanced Placement.....	31
Career-Technical.....	66
English/Language Arts.....	17
Fine Arts.....	12
Foreign Languages.....	41
Health and Life Skills.....	6
International Diploma Program.....	32
Mathematics.....	15
Science.....	16
Social Sciences/History.....	48

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

A high quality and highly accessible blended virtual school is both personalized and community-building in nature.

The school should utilize university research into curriculum design and integration and provide teacher training for working teachers and teachers entering the field.

The school should establish a model hybrid school program that combines the best qualities of traditional face-to-face instruction with the best practices in virtual education.

Page ____

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

The Academe NEXUS will be successful when students work with facilitators to complete real-world projects in their local communities; and students receive project management training so that they can teach future students and create sustainable programs in the community or around the world; and students can take classes in a variety of languages and study foreign languages.

GOVERNANCE

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

Academe NEXUS is not organized as a traditional hierarchical governance structure but follows a model demonstrated in high tech firms that are successful in the Austin technology sector. The board establishes policy and the administration follows policy while allowing a grid structure of administration to emerge around knowledge centers in each area of instruction.

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

The school must meet acceptable state standards on student assessment and financial accountability in its initial year as a traditional school in order to be eligible to apply as a provider district in the Texas Virtual School Network after the first year. Management of financial matters will be a priority with strong PEIMS accountability. Student performance on state mandated standardized testing will not be the main concern but will be conducted according to state regulatory mandates.

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

Academe NEXUS will be a provider district in the TxVSN with an enrollment approaching 1000 within Travis County. It will achieve acceptable accountability standards by the Texas Education Agency and students will graduate within their cohort class and move on to higher education or to careers.

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

The board must be proactive in seeking grant support not only from governmental sources but also from corporations and philanthropy. The board must be proactive in teacher recruitment and training.

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?

A code of ethics will be administered by the Academe NEXUS administration with Board of Trustees oversight and revision according to need. The initial board of trustees will serve until a county wide election is held. The democratic process will be a safeguard against any impropriety.

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.

D.L. Bearden worked with Adrienne Isom Rison at Wax Track Gallery International as a board member and grants writer.

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.

D.L. Bearden worked with Dr. Diana Muir for many years promoting the online curriculum she developed at Global Education Services LLC.

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.

Page _____

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.

D.L. Bearden was the founder of the Katherine Anne Porter School in Wimberley (continuously operating since 1999).

D.L. Bearden was the founder of the Kenny Dorham School in Austin (closed in 2000).

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

☒ Yes

☐ Does not apply to me.

If yes, state the compensation you expect to receive.

I will resign from the Board of Trustees following the election of a new board and assume the position of Superintendent at a salary of \$12,500 per year.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

☐ Yes

☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

Page

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 10.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

☐ Yes

☒ Does not apply to me.

If yes, provide information relating to the matter(s).

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

☐ Yes

☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

CERTIFICATION

I, David Bearon, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature



Date

1-11-2000

State of _____

County of _____

On this day, _____ (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 _____ day of _____, 20____.

(Notary Public) _____

(Seal)

My commission expires _____

Page _____

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: **Academe NEXUS**

Name of Sponsoring Entity: **Wax Track Gallery International**

Position Title: **Business Finance Officer**

Reports to: **Superintendent**

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.

membership fees and training costs at Association of School Business Officials International

Proposed Location (City and County): **Austin Travis**

Number of Students anticipated in year one: **100** In year five: **1,000**

Minimum Qualifications Required:

Education Required: **bachelor degree**

Experience Required: **two years work in a financial institution**

Certification Required: **enrollment in the Certified Administrator of School Finance and Operations program at the Association of School Business Business Officials International**

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA_AskTED_Web/Forms/Home.aspx. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
McDade	011905	McDade	382	47,480
Florence	246902	Florence	1,086	76,467
Coupland	246914	Coupland	169	55,500

Name of Proposed Charter School: Academe NEXUS

Name of Sponsoring Entity: Wax Track Gallery International

Position Title: Business Finance Officer

Reports to: Superintendent

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

1. Prepare a budget calendar to meet the time constraints of budget preparation.
2. Use multiple approaches to determine reliable enrollment and personnel projections.
3. Forecast anticipated expenditures by program.
4. Identify various methods of budget analysis and management.
5. Apply statistical process control techniques for budgetary analysis.
6. Apply the legal requirements for budget adoption.
7. Prepare revenue projections and estimates of expenditures for school-wide budgets.
8. Recognize and explain internal and external influences on the budget.
9. Develop multi-year budgets that serve as a communications tool for the Board of Trustees.
10. Develop a financial model to monitor the school's financial health.

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.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: **Academe NEXUS**

Name of Sponsoring Entity: **Wax Track Gallery International**

Position Title: **Curriculum Director**

Reports to: **Principal**

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.

travel allotment

Proposed Location (City and County): **remote**

Number of Students anticipated in year one: **100** In year five: **1,000**

Minimum Qualifications Required:

Education Required: **graduate degree**

Experience Required: **three years teaching experience
two years program leadership**

Certification Required: **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 Served	Salary Range
McDade	011905	McDade	382	n/a
Florence	246902	Florence	1,086	83,513
Coupland	246914	Coupland	169	n/a

Name of Proposed Charter School: Academe NEXUS

Name of Sponsoring Entity: Wax Track Gallery International

Position Title: Curriculum Director

Reports to: Principal

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

1. Planning for improvement of the curriculum and of the curriculum development program.
2. Helping evaluate continuously both the appropriateness of the curriculum and the quality of the curriculum development program.
3. Directing the formation of point of view, policies and philosophy of education.
4. Directing the development of curriculum materials.
5. Using ready-made research data, and promoting local research.
6. Coordinating the activities of other special instructional personnel, e.g., supervisors, librarians.
7. Working with guidance personnel to integrate curriculum and guidance functions.
8. Providing for lay participation in curriculum improvement.
9. Arranging time, facilities and materials for curriculum improvement.
10. Serving school personnel as technical consultant and adviser regarding curriculum problems.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: **Academe NEXUS**

Name of Sponsoring Entity: **Wax Track Gallery International**

Position Title: **Teacher Leader**

Reports to: **Principal**

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.

membership and enrollment in certification program

Proposed Location (City and County):

Number of Students anticipated in year one: **100** In year five: **1,000**

Minimum Qualifications Required:

Education Required: **bachelor degree**

Experience Required: **three years teaching experience
two years program leadership**

Certification Required: **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/TEAAskTEDWeb/Forms/Home.aspx>. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
McDade	011905	McDade	382	n/a
Florence	246902	Florence	1,086	63,716
Coupland	246914	Coupland	169	n/a

Name of Proposed Charter School: Academe NEXUS

Name of Sponsoring Entity: Wax Track Gallery International

Position Title: Teacher Leader

Reports to: Principal

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

1. Promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

2. Promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and professional growth.

3. Promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

4. Promotes the success of all students by collaborating with families and community members, and mobilizing community resources.

5. Promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

6. Promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

7.

8.

9.

10.

GENERATION 25 SUPPLEMENTAL HR FORM-CEO

Name of Proposed Charter School: **Academe NEXUS**

Name of Sponsoring Entity: **Wax Track Gallery International**

Position Title: **CEO/Superintendent**

Reports to: **Charter Holder Board of Directors**

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.

travel allowance

Proposed Location (City and County): **Austin, Travis County**

Number of Students anticipated in year one: **100** In year five: **1,000**

Minimum Qualifications Required:

Education Required: **doctor of education**

Experience Required: **charter school administration of at least one year
classroom teaching experience of at least three years
traditional public school administration of at least one year**

Certification Required: **superintendent certification**

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA_AskTED/Web/Forms/Home.aspx. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
MCDADE ISD	011905	McDade Texas	382	94,000
Florence ISD	246902	Florence Texas	1,086	127,500
Coupland ISD	246914	Coupland Texas	169	50,000

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

1.
2.
3.
4.
5.
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Attachment 24: Teacher Evaluation Tool

Teachers Self Evaluation Dossier

Each year each Teacher and Learning Coach will be required to prepare a dossier representing a self-evaluation of their teaching practice. The Teacher Leader will receive the dossiers and make recommendations for future contract based on the outcomes of the assessment.

Dossier Components

The components required by the department/Faculty/unit or other?

A purposeful and reflective teaching philosophy statement that describes the candidate's teaching beliefs and practices?

A comprehensive description of the candidate's teaching activities?

Evidence of teaching effectiveness?

Contributions to educational leadership, including evidence and articulation of impact?

Plans for future growth?

A reflection of one's beliefs, preparation, thoughtfulness, and innovation in teaching?

Integration and Synthesis

Do the beliefs, values, and practices stated in the teaching philosophy appear throughout the dossier?

Are there links to scholarly literature, where appropriate?

Does the dossier read as a clear, integrated document?

Does the author appropriately present their accomplishments and impact, while also providing honest narrative reflections on areas for growth? *

Teaching Philosophy

Are the central themes within the philosophy carried through the entire dossier?

Is the disciplinary context incorporated within the philosophy?

Does the candidate provide detailed descriptions of their teaching approach, goals, and strategies so that the reader can "see" the author in action?

Has the candidate avoided jargon and technical term

Pedagogy

How they think about the relationship (i.e., alignment) between learning objectives, teaching activities and assessment?

Their process for developing and using learning objectives?

How they think about and practice student assessment of learning in their teaching?

How their assessment practices provide feedback to students about their learning?

Selection and use of pedagogical approaches for enhancing student learning?

Welsh, A., & Iqbal, I. (2019). University of British Columbia. Centre for Teaching, Learning, and Technology. Retrieved from <https://ctl.ubc.ca/resources/teaching/portfolios/>

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* Student growth rate includes the state standardized test scores compared on a year to year basis.

Attachment 25: Proposed School Calendar (Annual)

Provide the proposed calendar for the first year of operation, including the first and last day of school, any planned breaks, and the total number of minutes of instruction.

2019-2020

August 2019							September 2019							October 2019																																																																								
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<table><tr><th>Date</th><th>Event or Holiday</th></tr><tr><td>Aug 12</td><td>Start of School Year</td></tr><tr><td>Sep 02</td><td>Labor Day</td></tr><tr><td>Oct 14</td><td>Indigenous Peoples' Day</td></tr><tr><td>Nov 11</td><td>Veterans Day</td></tr><tr><td>Nov 25-29</td><td>Thanksgiving</td></tr><tr><td>Dec 23 - Jan 6</td><td>Winter Break</td></tr><tr><td>Jan 20</td><td>ML King Day</td></tr><tr><td>Feb 17</td><td>President's Day</td></tr><tr><td>Mar 13</td><td>Arts Festival</td></tr><tr><td>Mar 16 - 20</td><td>Spring Break</td></tr><tr><td>Apr 10</td><td>Holiday</td></tr><tr><td>May 15</td><td>KAPS Day</td></tr><tr><td>May 25</td><td>Memorial Day</td></tr><tr><td>May 28</td><td>Last Day of School Year</td></tr><tr><td>May 31</td><td>Graduation Day</td></tr><tr><td>Jun 1 - Jul 2</td><td>Summer School</td></tr><tr><td>Jul 04</td><td>Independence Day</td></tr><tr><td></td><td>Staff Work Day</td></tr><tr><td></td><td>Holiday for All</td></tr><tr><td></td><td>Exams</td></tr><tr><td></td><td>Alternative Schedule School Day</td></tr><tr><td>Red #</td><td>Start of the 6 Weeks</td></tr><tr><td></td><td>Summer School</td></tr><tr><td>Pink #</td><td>After School Start Date & End Date for Each Semester</td></tr><tr><td></td><td>Saturday School</td></tr><tr><td colspan="2">A/B Bell Schedule</td></tr><tr><td>8:15-9:45</td><td>1/5</td></tr><tr><td>9:45-10:05</td><td>Brunch</td></tr><tr><td>10:10-11:40</td><td>2/6</td></tr><tr><td>11:45-1:15</td><td>3/7</td></tr><tr><td>1:15-1:55</td><td>Lunch</td></tr><tr><td>2 - 3:30</td><td>4/8</td></tr></table>																					Date	Event or Holiday	Aug 12	Start of School Year	Sep 02	Labor Day	Oct 14	Indigenous Peoples' Day	Nov 11	Veterans Day	Nov 25-29	Thanksgiving	Dec 23 - Jan 6	Winter Break	Jan 20	ML King Day	Feb 17	President's Day	Mar 13	Arts Festival	Mar 16 - 20	Spring Break	Apr 10	Holiday	May 15	KAPS Day	May 25	Memorial Day	May 28	Last Day of School Year	May 31	Graduation Day	Jun 1 - Jul 2	Summer School	Jul 04	Independence Day		Staff Work Day		Holiday for All		Exams		Alternative Schedule School Day	Red #	Start of the 6 Weeks		Summer School	Pink #	After School Start Date & End Date for Each Semester		Saturday School	A/B Bell Schedule		8:15-9:45	1/5	9:45-10:05	Brunch	10:10-11:40	2/6	11:45-1:15	3/7	1:15-1:55	Lunch	2 - 3:30	4/8
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The calendar will follow this format with adjustments to the actual dates of operation. Total number of face-to-face minutes of instruction for the initial year of operation will be 75,600 minutes of instruction with each day including 420 minutes. If approved as a virtual school campus the second year the face-to-face instruction will be reduced by 50%.

KAP School (2019). Dragon calendar. Retrieved from <https://www.kapschool.org/calendar-bell-schedule>

Attachment 26: Proposed School Schedules

Provide teacher and student versions of proposed school schedules for a sample day and a sample week.

Student and Learning Coach Schedule

8:00 a.m. Breakfast / electives
9:00 a.m. 1st period
10:00 a.m. 2nd period
11:00 a.m. 3rd period
12:00 p.m. Lunch / electives
12:30 p.m. 4th period
1:30 p.m. 5th period
2:30 p.m. 6th period
3:30 p.m. 7th period

Teacher Schedule (online teacher conference periods)

9:00 a.m. 1st Period
10:00 a.m. 2nd Period
11:00 a.m. 3rd Period
12:30 p.m. 4th Period
1:30 p.m. 5th Period

Total number of face-to-face minutes of instruction for the initial year of operation will be 75,600 minutes of instruction with each day including 420 minutes. If approved as a virtual school campus the second year the face-to-face instruction will be reduced by 50%.

Attachment 26: Proposed School Schedule for Day and Week: Teacher and Student Versions

- Item Missing-**Weekly schedule not submitted**

Learning Coaches Weekly Schedule

Week of
Date

Owner	Mon	Tue	Wed	Thu	Fri	Sat/Sun
Learning Coach 1	8 am - 12 pm	8 am - 12 pm	8 am - 12 pm	8 am - 12 pm	8 am - 12 pm	
Learning Coach 2	8 am - 12 pm	8 am - 12 pm	8 am - 12 pm	8 am - 12 pm	8 am - 12 pm	
Learning Coach 3	12 pm - 4 pm	12 pm - 4 pm	12 pm - 4 pm	12 pm - 4 pm	12 pm - 4 pm	
Learning Coach 4	12 pm - 4 pm	12 pm - 4 pm	12 pm - 4 pm	12 pm - 4 pm	12 pm - 4 pm	

The administrative staff and online teachers are not following a specific schedule. Their time commitment matches their FTE and can be completed based on the demands of the position and their personal schedule. They must document their time for every pay period.

The Superintendent will hold office hours in Zoom (<https://www.zoom.us/>) every weekday between the hours of 9 am and 11 am Central Time. Online teachers and other administrators will be available for Skype (<https://www.skype.com/en/>) meetings upon request.

Attachment 28: Certificate of Occupancy for Facility

- Item Missing-**Not submitted**

The certificates of occupancy are held by Huston-Tillotson University and for our administrative office, the Passon Historical Society of Austin. We are leasing office and classroom space at these facilities. We have a memorandum of understanding with the society and the university to lease a variety of spaces including office space, classrooms, gym, and auditoriums. Attached is a blank facility rental contract from Huston-Tillotson University.

Service Partner Memorandum of Understanding Wax Track Gallery International & Huston-Tillotson Univ.

I. Purpose of This MOU

This memorandum of understanding (MOU) outlines the basic agreement during operation between the 501 (c)(3) non-profit organization Wax Track Gallery International (hereafter, the "organization") and

Attachment 27: Proposed Admissions and Enrollment Policy

Provide a draft of an Admissions and Enrollment Policy, which should include the following:

- Brief summary of the application and enrollment processes.
- Non-discrimination statement to be included in the proposed school's admissions policy that meets the requirements of Texas Education Code §12.111(a)(5).
- Tentative start and end dates for the application window and the enrollment period. See Texas Education Code §12.117.
- Policies and procedures to be followed in conducting a lottery when a grade or class is oversubscribed, including any exemptions from the lottery. Include whether the charter school will exercise the right to exempt from the lottery returning students, the siblings of returning students, and/or the children of the school's founders and staff (as long as the total number of students allowed constitutes only a small percentage of the total enrollment).
- The approximate date on which a lottery will be conducted, if required.
- Enrollment deadlines and procedures, including an explanation of how the school will receive and process intent to enroll forms.
- Policies and procedures for the admission of students with a documented history of a criminal offense, a juvenile court adjudication, or discipline problems described in Subchapter A, Chapter 37. See Texas Education Code §12.111(a)(5)(A).
- Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.
- Explanation of the purpose of any pre-admission activities for students or parents.

Enrollment deadlines and procedures. If the proposed school will specialize in the performing arts, discuss whether potential students must demonstrate artistic ability as a requirement for admission to the school. Texas Education Code §12.111(a)(5)(B) permits a charter school specializing in performing arts to have an admissions policy that requires a student to demonstrate artistic ability. In addition, Texas Education Code §12.1171 permits a charter school specializing in one or more of the performing arts to require an applicant to audition for admission to the school.

Academe NEXUS will begin enrollment as soon as the charter is approved and will conduct continuous enrollment from that point going forward. TEC Sec. 12.117. **ADMISSION.** Allows charter schools to establish the enrollment period. Our open enrollment process is possible because our curriculum is self-paced and, teachers work asynchronously with individual learners at their own level. Learning Coaches work face to face with students to assist them in finding their individual starting point and with staying on track with an individual learning plan.

School Admissions Policy Anti-Discrimination

Academe NEXUS is an open enrollment public charter high school. The school prohibits discrimination in its admission policy based on gender, national origin, ethnicity, religion, disability, academic, artistic, or athletic ability or the district the student would otherwise attend.

Exclusion of Certain Students

The school may but does not automatically exclude from admission students with documented histories of a criminal offense, juvenile court adjudication or discipline problems under Education Code, Chapter 37, Subchapter A as authorized by the Education Code Section 12.111(a)(6)(A).

Student Application Period

The student application period is continuous. The school will review how many applications are received on a yearly basis. If there are more spaces available than applications received in a given year, then all eligible students will be enrolled. If there are more applications received than spaces available in a given year, a lottery system will be utilized, in accordance with the procedures below, to determine who will be admitted.

Lottery

If a lottery is held, it will be held one month prior to the beginning of each new academic year. Eligible applicants, who applied during the application period for the upcoming school year, will be accumulated and randomly ordered. The lottery will be conducted through the website www.random.org. The school registrar loads a list of all the names of the applicants and, after pressing a button, the website returns the list of names in random order. Each application will be assigned the number in the order that their name was returned. After all spaces are filled in our classes, the remaining names are placed on a waitlist in the order they were numbered. If a space becomes available during the school year, the next name on the list is given the spot. It is worth noting that specific classes often fill while other classes can still accept additional students. In these cases, class-specific waitlists are formed.

Applications Received After Enrollment Closes

Applications for admission received after enrollment is closed due to over enrollment will be placed on a waitlist. These applications will be placed at the end of the waitlist in the order they are received. If, when this application for admission is received there is no waitlist, and there is space for the student, admission is immediately offered.

Application and Waitlist Expiration

Each year brings a new admissions and enrollment period and a new lottery; an application and the waitlist. Students on the waitlist who were not enrolled during the initial school year enrollment will be allowed admission as soon as space allows. Students who are already enrolled must inform the school of their intent to return by the end of the current school year. “Intent to return” forms are given out to all current students in early May.

Lottery Exemptions

Siblings of current students and children of founders, staff, and faculty members will have priority enrollment when the school can accommodate their individual class schedules. They will bypass the lottery and be first accepted for admission. Enrollment After a student is admitted, he or she must fill out an enrollment packet. School records such as transcripts and grades will be requested from the previous school through TRex (if previous school is in Texas) or fax (if previous school is out of state). Additionally, the student’s immunization records, social security card, and birth certificate are required. The student, guardian(s), and school principal will meet in person to set the student’s school schedule and finalize enrollment.

Preadmission Activities

The school will conduct orientation sessions for incoming students as needed to ensure proper placement and comprehension of the curriculum and school policies.

Attachment 28: Certificate of Occupancy for Facility

The administrative offices are in the historical Southgate Lewis House owned by the Passon Historical Society, which holds a certificate of occupancy from the City of Austin.

The classroom space is located at Huston-Tillotson University which holds a certificate of occupancy as a private university in Austin Texas.

Attachment 26: Proposed School Schedule for Day and Week: Teacher and Student Versions

- Item Missing-**Weekly schedule not submitted**

Learning Coaches Weekly Schedule

Week of
Date

Owner	Mon	Tue	Wed	Thu	Fri	Sat/Sun
Learning Coach 1	8 am - 12 pm	8 am - 12 pm	8 am - 12 pm	8 am - 12 pm	8 am - 12 pm	
Learning Coach 2	8 am - 12 pm	8 am - 12 pm	8 am - 12 pm	8 am - 12 pm	8 am - 12 pm	
Learning Coach 3	12 pm - 4 pm	12 pm - 4 pm	12 pm - 4 pm	12 pm - 4 pm	12 pm - 4 pm	
Learning Coach 4	12 pm - 4 pm	12 pm - 4 pm	12 pm - 4 pm	12 pm - 4 pm	12 pm - 4 pm	

The administrative staff and online teachers are not following a specific schedule. Their time commitment matches their FTE and can be completed based on the demands of the position and their personal schedule. They must document their time for every pay period.

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Attachment 28: Certificate of Occupancy for Facility

- Item Missing-**Not submitted**

The certificates of occupancy are held by Huston-Tillotson University and for our administrative office, the Passon Historical Society of Austin. We are leasing office and classroom space at these facilities. We have a memorandum of understanding with the society and the university to lease a variety of spaces including office space, classrooms, gym, and auditoriums. Attached is a blank facility rental contract from Huston-Tillotson University.

Service Partner Memorandum of Understanding

Wax Track Gallery International & Huston-Tillotson Univ.

I. Purpose of This MOU

This memorandum of understanding (MOU) outlines the basic agreement during operation between the 501 (c)(3) non-profit organization Wax Track Gallery International (hereafter, the “organization”) and

Attachment 29: Evidence that Facility has been Secured

If the applicant currently owns the facility, has a lease, or has an MOU or other proof of intent to secure a specific facility, provide proof of the commitment.

HUSTON-TILLOTSON UNIVERSITY FACILITY/GROUNDS

POLICIES AND PROCEDURES

(KEEP ONE COPY AND RETURN ONE SIGNED COPY WITH YOUR REQUEST FORM AND RENTAL CONTRACT)

- ____ 1. Your request to reserve a facility (referenced as facility, room, space, or grounds throughout) on the Huston-Tillotson University campus will be processed by the Events Management. A non-refundable deposit is required to guarantee a facility.
- ____ 2. Facilities are rented on a first come, first served basis. Huston-Tillotson University reserves the right to cancel any event reservation without advance notice, and assumes, no liability from such cancellation. To reserve a facility, view the information and download forms from <http://htu.edu/offices/facilities>. After reviewing the information, contact Community Outreach at events@htu.edu or 512.505.3006, if you have additional questions.
- ____ 3. Liability insurance is required for groups and individuals scheduling facilities. The certificate holder should read: Huston-Tillotson University, 900 Chicon Street, Austin, TX 78702. Huston-Tillotson University and its employees assume no liability from accidents, injuries, losses, thefts, or claims hereto.
- ____ 4. All catering must be secured through the campus caterer: Ala Carte Menu Services, Inc. Direct inquiries to foodservices@htu.edu or 512.505.3153. Food restrictions apply to King-Seabrook Chapel and other buildings; prior approval is necessary. No alcoholic beverages may be served at campus events. Ala Carte Menu Services, Inc. will issue a separate invoice for services, including rental charges.
- ____ 5. HT Security must be provided for all social events held after hours. Contact Campus Safety at campussafety@htu.edu or 512.505.3010.
- ____ 6. Janitorial and grounds services are secured according to the accompanying table. See Rental Fee Schedule form.
- ____ 7. Technical support through HT's Information Technology Department is available between 8:30 a.m. - 5:30 p.m., Monday – Friday, with a three-day advanced notice. IT will assist with setting up and verifying audio and visual equipment. IT will not be responsible for securing additional equipment (i.e. PC/workstation, microphone, projector or screen). Contact IT at 512.505.3168 or send an e-mail to helpdesk@htu.edu. Audiovisual equipment may be rented at a per day rate. See fee sheet for itemized costs.
- ____ 8. Ladders, tools, equipment are not available from the facilities vendor and the University does not own the items for general use. Use of tables, chairs, etc. to hang, or post items is unsafe and not recommended. Huston-Tillotson University will not be liable for any injury caused by the use of personal equipment during a function at the University; neither shall the University be responsible for the loss of any personal equipment used during a function at the University.
- ____ 9. The group or individual requesting the facility is responsible for leaving the facility, grounds and restrooms as they were found prior to the rental.
- ____ 10. Hard sole (non athletic) shoes are not allowed on the Mary E. Branch Gymnasium floor. The University will provide a floor covering for use at the renter's expense.
- ____ 11. Use of the University's name for any event must be approved through the Office of Public Relations and Marketing at events@htu.edu or 512.505.3072 prior to publishing, printing or broadcasting the announcement. Huston-Tillotson University assumes no liability for the reprint/rework of items (published, printed, or broadcasted) that incorrectly state the University's name, mission, goals or objectives.
- ____ 12. The following cancellation policies applies to all facilities/grounds reservations: 30 days prior to the event, a full refund of rental fees paid, minus security deposit; 14 days prior to the event, 50 percent of rental fees paid, minus security deposit; and 5 days prior to the event, no refund will be granted.

King Seabrook Chapel Requirements

Huston-Tillotson University is an All-Steinway School with King-Seabrook Chapel as the concert venue. **Food and beverages are not allowed in King-Seabrook Chapel, near the musical instruments, or around the sound and lighting console.** Violators will not be allowed further use of the Chapel. Food and beverages may be served in the Chapel foyer.

_____13. The piano and organ in King-Seabrook Chapel are part of the stage fixtures and may not be moved without written authorization. A \$150.00 tuning charge per instrument will be charged when the instruments are moved.

_____14. The University's trained student technicians are required at all chapel events and rehearsals. Technician charges apply. 2018-2

Des

This is a request to reserve available resources and is not a binding agreement. Please submit your deposit with this request in order to secure your reservation. Make checks payable to Huston-Tillotson University or pay online at www.htu.edu. To review procedures and download forms, view Facility Reservations at www.htu.edu. To check availability of a date or facility, contact Community Outreach at events@htu.edu or 512.505.3006. Final decisions will be made in writing. 2018-2

Media Services: (Services for HT personnel only and secured through HT)

Choose an item. (If yes, please continue) Number of Microphones:

Other equipment needed: _____ A/V Scheduled: Choose an item.

Additional Item: Piano: Choose an item. (King-Seabrook Chapel Only)

Food Service: (Catering by Ala Carte Menu Services, Inc.)

Catering needed: Choose an item. (If yes, please call 512.505.3150 to make catering arrangements.)

Linen: Choose an item. (If yes, number needed _____ (Linen is provided at an extra charge through catering only)

Catering

Description _____

Technology Services: (Sound technician is required for King-Seabrook Chapel. Charges apply.)

Computer: Choose an item.

House Projector: Choose an item. (Requires access to the remote control provided by the University)

Laptop: Event sponsor is responsible for providing their own laptop. MAC users are responsible for adapters.

HUSTON-TILLOTSON UNIVERSITY CAMPUS ACTIVITY/EVENT

REQUEST FORM

(FOR EVENTS WITH CATERING AND SET UP)

Campus Location: Choose an item. Other: _____

Event Sponsor: _____ Number of attendees _____ (Do not leave blank)

Contact Person(s): _____ Email: _____

Phone (Mobile): _____ Office: _____ Home: _____

Name of Event/Activity:

Description/Purpose of Activity/Event:

Date of Activity/Event: Click here to enter a date. Event Set Up Time: _____ Event Start Time: _____ End Time: _____

Signatures:

Director of Campus Safety: _____ Date: _____

Coordinator of Campus Life: _____ Campus Advisor _____

Requestor's Signature: _____ Date: _____

Athletic Director (Gymnasium/Athletic Field Use Only) _____ Date: _____

Auditoriums Only

Computer: Choose an item.

House Projector: Choose an item.

Podium with Microphone: Choose an item.

Auditoriums can only accommodate one additional microphone from the podium. If yes, technician required from the ID Department. Call 512.505.3168.

Facilities: (Set ups will only occur when a diagram is submitted with this request)

Tables and number needed: Round/10 ft. _____ Round/8 ft. _____ ☐ 6 ft. _____ ☐ 8 ft. _____

Chairs: Choose an item. If yes, number needed: ☐ Padded _____ ☐ Unpadded _____

Housekeeping: Choose an item. (Required for some events at additional charge)

Catering Tables: ☐ Buffet (Four – 8 ft. tables) ☐ Reception (Two – 8 ft. tables) ☐

Other _____

Additional Services or Equipment

Required: _____

Description of Special Needs:

HUSTON-TILLOTSON UNIVERSITY FACILITY/GROUNDS

RENTAL CONTRACT

Huston-Tillotson University, a non-profit corporation (lessor), provides this rental agreement between the University and _____ (lessee).

Lessee will rent the following buildings/grounds

on during the hours of _____.

A security deposit of \$150 or 10 percent for reservations over \$10,000 is required to hold the reservation of the event.

Lessee agrees to pay the balance of \$ _____ five (5) days prior to the start of the event.

Security deposits are non-refundable and applied toward the balance of the facility/grounds.

The following cancellation policy applies to all facilities/grounds reservations: 30 days prior to the event, a full refund of rental fees paid, minus security deposit; 14 days prior the event, 50 percent of rental fees paid, minus security deposit; and 5 days prior to the event, no refund will be granted. Lessee will be charged for damages, missing property, or equipment.

Event: _____ Number Expected: _____

Catering Requirements: * _____ Security Service: _____

Janitorial Services: _____ Rental Company: _____

Technician Services: _____ Liability Insurance Carrier: _____

*Ala Carte Menu Services, Inc., which is a separate entity from Huston-Tillotson University, will issue a separate invoice for charges, including necessary rental items, to the lessee.

I have read the contract, fully understand, and agree to the written terms. I have attached a copy of the liability policy for this event.

Huston-Tillotson University Representative Signature Date Lessee's Signature Date

Address _____

Telephone Number Fax

E-Mail

Use this space to diagram your room layout. Draw your tables, chairs, and other items for a one-time set up. Return diagram one week prior to your event to Community Outreach at events@htu.edu or the 512.505.3190 fax.

HUSTON-TILLOTSON UNIVERSITY CAMPUS REQUEST FORM FACILITY DIAGRAM

(THIS FORM MUST ACCOMPANY THE CAMPUS ACTIVITY REQUEST FORM)

Campus Location: Other: _____
Event Sponsor: _____ Number of attendees _____ (Do not leave blank)
Contact Person(s): _____ Email: _____
Phone (Mobile): _____ Office: _____ Home: _____
Name of Event/Activity: _____
Description/Purpose of Activity/Event: _____
Date of Activity/Event: Event Set Up Time: _____ Event Start Time: _____.

HUSTON-TILLOTSON UNIVERSITY FACILITY/GROUNDS FEE SCHEDULE

(COMMUNITY MEETINGS, BANQUETS, RECEPTIONS, AND DANCE FACILITIES)

Names and Descriptions of Facilities Seating Capacity Fees

Agard-Lovinggood Lecture Hall 158 Persons \$200 Minimum (4 hrs.)

Theatre-type seating, small stage \$50 Hourly

One presentation PC, videoconferencing capabilities \$400 Daily (8 hrs.)

Dickey-Lawless Science Auditorium 159 Persons \$200 Minimum (4 hrs.)

Theatre-type seating, small stage \$50 Hourly

One presentation PC, videoconferencing capabilities \$400 Daily (8 hrs.)

Davage-Durden Student Union 250 Persons (Dance Area) \$300 Minimum (4 hrs.)

Ceramic tile dance floor two patios 200 Persons (Dining Area) \$75 Hourly

Projector, podium, and sound system \$600 Daily (8 hrs.)

Mary E. Branch Gymnasium/Auditorium 350 Persons (Auditorium) \$300 Minimum (4 hrs.)

Regulation basketball and volleyball courts 700 Persons (Gymnasium) \$75 Hourly

Folded auditorium seating, stage \$600 Daily (8 hrs.)

Conferences/Meetings 30 Persons \$100 Minimum (4 hrs.)

President Dining Room and Residence Hall Lobby \$25 Hourly

Sandra Joy Anderson Community \$200 Daily (8 hrs.)

Health and Wellness Center

Center for Religious Life

HDMI monitor capabilities

Classrooms 30 Persons \$150 Minimum (4 hrs.)

Armchair seating, PC, projection, white board \$37.50 Hourly

Projector, podium, and sound system \$300 Daily (8 hrs.)

Grounds/Fields 1,000 Per Person \$300 Minimum (4 hrs.)

Regulation basketball and volleyball courts 700 Persons (Gymnasium) \$75 Hourly

Projector, podium, and sound system \$600 Daily (8 hrs.)

Deposit per event (nonrefundable) \$150 or 10 percent for reservations over \$10,000.

THE FOLLOWING ADMINISTRATIVE FEES ARE TO BE PAID PRIOR TO THE EVENT ALONG WITH THE SECURITY DEPOSIT

- Technical services will be secured at a rate of \$18 per hour.
- Security services must be provided for all events at a rate of \$40/officer/hour.
- Janitorial and grounds services.

USE OF UNIVERSITY FACILITIES

Your request to reserve a facility on the Huston-Tillotson University campus will be processed by Community Outreach. Facilities are rented on a first come, first served basis based upon receipt of the security deposit and other necessary paperwork, as required. Requestors will receive a packet outlining the procedure for securing a facility.

Contact information: Community Outreach, events@htu.edu or 512.505.3006 - Monday through Friday 8:30 a.m. to 5:30 p.m.

This form to be completed at the conclusion of each activity/event.

Date of Activity/Event: _____

Name of Activity/Event: _____

Location of Activity/Event: _____

Contact Person(s): _____ Email: _____

Phone (Office): _____ Cell: _____

HT Class/Organization/Entity _____

HT Faculty/Staff/Contact Person(s): _____

Email: _____

Phone (Office): _____ Cell: _____

Activity/Event Type: ____ Internship ____ Volunteer Assignment ____ Community Service ____ Other ____

Number Participants: ____ HT Students ____ HT Faculty ____ HT Staff/Administration ____ Community

Reoccurring Event: ____ Yes ____ No Outreach Total Hours: _____

Student Learning Outcomes:

Return form to:

Huston-Tillotson University | Center for Civic Engagement and Community Outreach | Attn: Linda Y. Jackson

Sandra Joy Anderson Community Health and Wellness Center | Office 106 | 900 Chicon Street | Austin, TX 78702

██████████ | 512.505.3006 p | 512.505.3190 f

**HUSTON-TILLOTSON UNIVERSITY ACTIVITY/EVENT COMMUNITY OUTREACH
FORM**

(FOR ON- AND OFF-CAMPUS ACTIVITIES/EVENTS)

Service Partner MOU

Wax Track Gallery International & Huston-Tillotson Univ.

XVII. Purpose of This MOU

This memorandum of understanding (MOU) outlines the basic agreement during operation between the 501 (c)(3) non-profit organization Wax Track Gallery International (hereafter, the “organization”) and Huston-Tillotson University (hereafter, “the university”) for the hosting of Academe NEXUS, an Open Enrollment Charter School for secondary students of Travis County (hereafter “the charter school”).

XVIII. Program Goal

The goal of the charter school is to pair secondary students who are residents of Travis County with instructional services in classroom space at the university. The organization shall pay rent based on university policies and all instructional services including equipment and teaching staff and the university shall provide the facility. The instructional services will be funded by Foundation School Program at the Texas Education Agency funded on a per pupil basis following state law TEC Chapter 12 Charter Schools.

XIX. Term

This agreement shall commence on Jan. 1, 2020 and end on Dec. 31, 2025. It may be amended or extended based upon the agreement of the university and the organization.

XX. Operational Roles and Responsibilities

A. Huston-Tillotson University

8. Maintain classroom space for up to 25 students (with the possibility of expanding to additional classrooms as space and scheduling allows) that meets standards of Texas Education Agency as an educational facility.
9. Allow access of enrolled students of the charter school to enter campus and to park in off campus parking.
10. Negotiate a service agreement for food services for enrolled charter school students
11. Negotiate a service agreement for access to library facilities for enrolled charter school students

B. Wax Track Gallery International

1. Identify and maintain a single point of contact for communication with the university
2. Affirmatively identify students who are enrolled in the charter school.
11. Inform and enforce rules and regulations regarding charter school students’ access to university facilities.
12. Provide prompt payment of all fees for rent and other services provided by the university.
13. Attend briefings with university administrators when needed
14. Provide services to ensure that students have identifying information regarding their enrollment in the charter school. Services may include but are not limited to the following:
 - a. Provide School Food Service eligibility for enrolled charter school students.
 - b. Provide verification of student eligibility to use the library and other university facilities if available.

c. Counsel students and parents about university rules and regulations.

XXI. Contacts

UNIVERSITY CONTACTS

Linda Jackson	Director Center for Civic Engagement and Community Outreach	Adrienne Isom	CEO Wax Track Gallery International, sponsor of Academe NEXUS
512-505-3006		512-963-0443	Adriennerisonisom@gmail.com

OPERATIONAL CONTACTS

Linda Jackson		D.L. Bearden	Superintendent Academe NEXUS
512-505-3006		903-669-1483	dbeardenphd@gmail.com

XXII. Communication and Media

The parties in this agreement shall acknowledge the others in all public releases of information about the collaboration and the charter school.

XXIII. Further Cooperation

The parties hereby commit to cooperating with one another to address these issues as they arise and to resolve them based on the agreements stated in this MOU.

XXIV. Signatures


Huston-Tillotson University

Wax Track Gallery International

Linda Jackson

Name Linda Y. Jackson

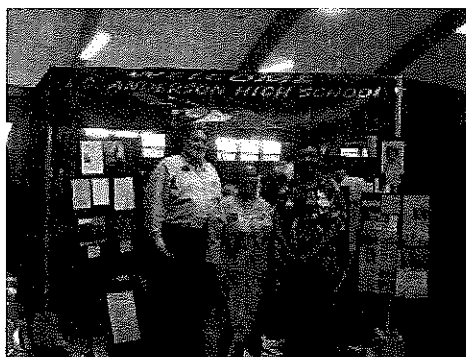
Title Director, Center for Civic Engagement and Community Outreach



Adrienne D. Isom, President

Date Jan. 10, 2020

Date



Service Partner MOU

Wax Track Gallery International & W.H. Passon Historical Society

I. Purpose of This MOU

This memorandum of understanding (MOU) outlines the basic agreement during operation between the 501 (c)(3) non-profit organization Wax Track Gallery International (hereafter, the "organization") and W.H. Passon Historical Society (hereafter, "the society") for the hosting of administrative offices for Academe NEXUS, an Open Enrollment Charter School for secondary students of Travis County (hereafter "the charter school").

II. Program Goal

The goal of the charter school is to pair secondary students who are residents of Travis County with instructional services. The organization shall pay rent based on historical society policies and all administrative costs including equipment and staff and the society shall provide the facility. The instructional services will be funded by Foundation School Program at the Texas Education Agency funded on a per pupil basis following state law TEC Chapter 12 Charter Schools.

III. Term

This agreement shall commence on Jan. 1, 2020 and end on Dec. 31, 2025. It may be amended or extended based upon the agreement of the historical society and the organization.

IV. Operational Roles and Responsibilities

A. W.H. Passon Historical Society

1. Maintain office space for school administrators that meets standards of city building codes.
2. Allow access of enrolled students of the charter school to enter the building.
3. Negotiate a service agreement for access to museum facilities for enrolled charter school students.

B. Wax Track Gallery International

1. Identify and maintain a single point of contact for communication with the society.
2. Affirmatively identify students who are enrolled in the charter school.
3. Inform and enforce rules and regulations regarding charter school students' access to society facilities.

4. Provide prompt payment of all fees for rent and other services provided by the society.
5. Attend briefings with society administrators when needed.
6. Provide services to ensure that students have identifying information regarding their enrollment in the charter school. Services may include but are not limited to the following:
 - a. Provide verification of student eligibility to use the museum facilities if available.
 - b. Counsel students and parents about society rules and regulations.

V. Contacts

University Contacts

Society		Organization	
Bertram Allen	President of W.H. Passon Historical Society	Adrienne Isom	CEO Wax Track Gallery International, sponsor of Academe NEXUS
512-627-2985		512-963-0443	Adrienneisonisom@gmail.com

Operational Contacts

Society		Organization	
Bertram Allen		D.L. Bearden	Superintendent Academe NEXUS
512-627-2985	B	903-669-1483	dbeardenphd@gmail.com

VI. Communication and Media

The parties in this agreement shall acknowledge the others in all public releases of information about the collaboration and the charter school.

VII. Further Cooperation

The parties hereby commit to cooperating with one another to address these issues as they arise and to resolve them based on the agreements stated in this MOU.

VIII. Signatures

W.H. Passon Historical Society

Wax Track Gallery International

Bertram Allen

Bertram Allen

President Passon Historical Society
Title

Dec. 28, 2019

Date

Adrienne D. Isom
Adrienne D. Isom
Adrienne D. Isom, President

Name

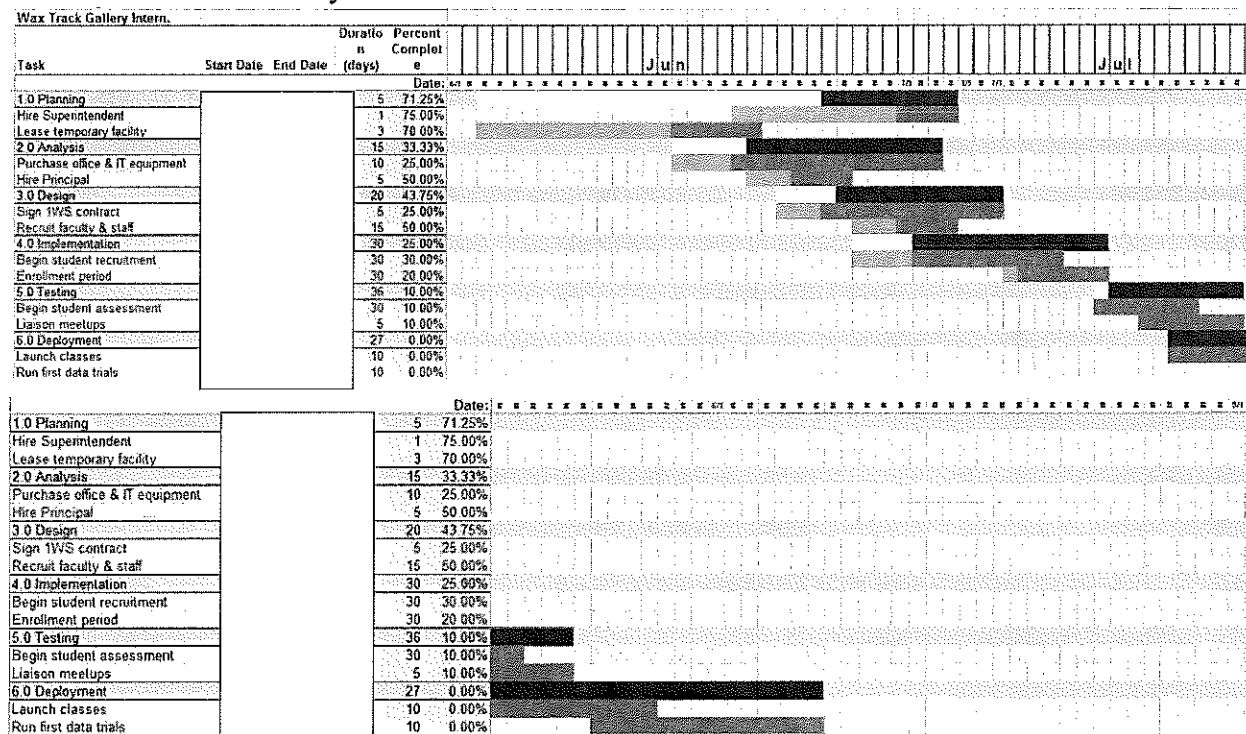
Title

Dec. 28, 2019

Date

Attachment 30: Detailed Start-up Plan

Detailed start-up plan for Year September 2020-August 2021. The school will begin operations in the 2021-2022 school year.



Academe NEXUS startup schedule

Hire superintendent (without salary during startup year)

Lease administrative office

Hire principal (without salary during startup year)

Purchase office and IT equipment

(25 iPads and an internet modem for every classroom)

Laptop computer and printer scanner for administrative office and each classroom

Mobile phone for principal

Sign contract with Global Education Services LLC for curriculum

Student recruitment

Conduct assessment of enrolled students

Hire Learning Coaches and Online Teachers

Meetings of stakeholders

Attachment 31: Financial Plan Workbook

Academe NEXUS FINANCIAL PLAN WORKBOOK SUMMARY

	Start-Up Year 0 2020	Year 1 2021	Year 2 2022	Year 3 2023	Year 4 2024	Year 5 2025
REVENUE						
Total State Revenue	\$ 903,142	\$ 903,142	\$ 903,142	\$ 903,142	\$ 903,142	\$ 903,142
Total Federal Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Local and Other Revenue	\$ 40,000	#REF!	#REF!	#REF!	#REF!	#REF!
TOTAL REVENUE	\$ 40,000	#REF!	#REF!	#REF!	#REF!	#REF!
EXPENSES						
PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES						
Total Administrative Staff Personnel Costs	\$ -	\$ 115,000	\$ 108,575	\$ 109,661	\$ 110,757	\$ 111,865
Total Instructional Personnel Costs	\$ -	\$ 220,000	\$ 444,400	\$ 714,070	\$ 721,211	\$ 936,544
Total Non-Instructional Personnel Costs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Payroll Taxes and Benefits	\$ -	\$ 48,944	\$ -	\$ -	\$ -	\$ -
TOTAL PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES	\$ -	\$ 383,944	\$ 552,975	\$ 823,731	\$ 831,968	\$ 1,048,409
NON-PAYROLL RELATED EXPENSES						
Total Contracted Services	\$ -	\$ 36,000	\$ 36,000	\$ 36,000	\$ 36,000	\$ 36,000
Total School Operations	\$ 40,000	\$ 48,100	\$ 48,100	\$ 48,100	\$ 48,100	\$ 48,100
Total Facilities Operations and Maintenance	\$ -	\$ 6,563	\$ 6,563	\$ 6,563	\$ 6,563	\$ 6,563
Reserves / Contingencies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL NON-PAYROLL RELATED EXPENSES	\$ 40,000	\$ 90,663	\$ 90,663	\$ 90,663	\$ 90,663	\$ 90,663
TOTAL EXPENSES	\$ 40,000	\$ 474,606	\$ 643,638	\$ 914,393	\$ 922,631	\$ 1,139,071
NET OPERATING INCOME (before depreciation)	\$ -	#REF!	#REF!	#REF!	#REF!	#REF!
STUDENT ENROLLMENT						
Projected Student Enrollment	100	100	200	200	300	
Revenue Per Pupil	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Expenses Per Pupil	\$ 4,746	\$ 6,436	\$ 4,572	\$ 4,613	\$ 3,797	

Attachment 32: Budget Narrative

A. Administrative salaries – Total: \$227,500.00

- a. Superintendent manages the executive staff and contractual agreements with external agencies governmental and private. This person is hired at 25% of the full administrative salary of \$50,000 and will be covered for 12 months.
- b. Principal oversees the school and will spend 100% of their time hiring, supervising and training staff. This individual's annual salary is \$50,000.00 and will be covered for the 10 months of the contract.
- c. School Financial Officer is hired at 50% of the full administrative salary of \$50,000 and will be covered for the 10 months of the contract. The SFO oversees the school's bank accounts and manages the accounting services that are contracted externally plus financial reporting to Texas Education Agency.
- d. The Teacher Leader's individual's annual salary is 25% of the full administrative salary of \$50,000 and will be covered for the 10 months of the contract. The Teacher Leader hires and oversees the Learning Coaches and the Online Teachers.
- e. Curriculum Director's annual salary is 25% of the full administrative salary of \$50,000 and will be covered for the 10 months of the contract. This individual oversees student placement in courses and adjusts course content.
- f. PEIMS Coordinator salary is \$30,000 at .5 FTE.

B. Teaching salaries – Total: \$220,000

- a. In the initial year four Learning Coaches work full time in the traditional face to face classroom at a salary of \$30,000 each and will be covered for the 10 months of the contract.
- b. In the initial year four Certified Online Teachers work on contractual basis averaging \$25,000 annually depending on their course load.

C. Facilities – Total: \$122,500

- a. Classroom space** (one classroom for an entire day) totaling \$100,000 annually.
- b. Administrative office totaling \$12,500 annually.

D. Curriculum – Total: \$180,000 (*based on a per course enrollment figure).

E. Supplies and operations – Total \$50,000 (includes employee benefits).

F. Employee benefits – Social Security, Unemployment Insurance and Medicare, Teacher Retirement and TRS Active Care***.

Admin salaries	\$227,500
Teaching salaries	220,000
Employee benefits	85,000
Facilities	112,500
Curriculum	180,000
Operations	<u>50,000</u>
TOTAL	\$875,500

* \$300 per full credit course.

** Classrooms 30 Persons \$150 Minimum (4 hrs.) Armchair seating, PC, projection, white board \$37.50 Hourly Projector, podium, and sound system \$300 Daily (8 hrs.)

*** TRS Active Care rate is \$378 per month.

Attachment 33: Evidence of Other Financial Support

The applicant has no documents in response to this attachment.

Attachment 34: Audit Report

Wax Track Gallery International did not use the Financial Accountability System for charter schools in the past but will contract with an experienced accountant to do so for charter school finances. Our funding did not require an external auditor in the past. Statement of financial position

- Statement of activity
- Cash flow statement

Wax Track Gallery International Statement of Financial Position As of June 30, 2019

	As of June 30, 2019
Assets	
Current Assets	
Cash and cash equivalents	
\$	
State and Federal Aid Receivable	
Contributions receivable	\$59,106.01
Other Receivables, Net	
Short-term Investments	
Inventories	
Prepaid Expenses	\$59,106.01
Total Current Assets	<u>\$0</u>
Assets restricted to investment in land, buildings and equipment	
Land, Buildings and Equipment	
Long-term Investments	<u></u>
Total Assets	<u>\$0</u>
\$	
Liabilities	
Current Liabilities	
Accounts Payable	\$0
\$	
Accrued Liabilities	\$0
Other Liabilities	
Deferred Revenues	
Current Portion of Long-term Debt	
Total Current Liabilities	<u>\$0</u>

Long-term Debt	\$0
Total Liabilities	\$0
Net Assets	
Unrestricted	
Temporarily restricted	
Permanently restricted	
Total Net Assets	\$0
Total Liabilities and Net Assets	\$0

Statement of Activity

2017 SUMMARY

CONTRIBUTIONS / DONATIONS

	\$26,816.41
GAS	(\$80.50)
INSURANCE	(\$2,648.62)
LOAN	(\$3,611.24)
MAIL	(\$1.80)
OFFICE SUPPLIES	(\$86.61)
RENTAL SPACE	(\$8,980.85)
SUPPLIES	(\$6,464.30)
COMPUTER REPAIR	\$26.00
TELECOM / COMPT SERVICES / BUS PHONE	(\$1,179.96)
TRAINING	(\$146.20)
TRAVEL	(\$270.67)
UTILITIES	

	(\$1,553.19)
BANK INFO	
	(\$85.99)
AUTO	
	(\$649.12)
CAR	
	(\$151.12)
2018 SUMMARY	
APPRENTICE EXPENDITURES	
	(\$3,078.24)
PROJECTS	
EXPENDITURE	
	(\$18,832.88)
DONATIONS	
	\$59,106.01
AUTO	
	(\$2,405.58)
BANKING	
	(\$92.63)
PARKING FEES	
	(\$35.74)
TECHNOLOGY	
SERVICES	
	(\$585.17)
GASOLINE	
	(\$1,717.10)
HEALTHCARE	
	(\$24.50)
BUSINESS	
INSURANCE	
	(\$2,189.12)
INTEREST /	
LOANS /	
LEGAL FEE'S	
	(\$547.02)
MEDICAL	
	(\$141.37)
PRINTING &	
COPIES	
	(\$134.19)
RENT	
	(\$9,176.62)

SUPPLY	
	(\$660.53)
TAX STATE	
COMPTROLLR	
	(\$81.25)
TELECOM	
	(\$370.35)
TRAVEL	
EXPENSES	
	(\$526.54)
UTILITY	
SERVICES	
	(\$2,026.36)

Cash Flow Statement on following page

Fiscal year begins: 8/1/2017	(Pre) Startup EST	AUG 01	SEP 01	OCT 01	NOV 01	DEC 01	JAN 01	FEB 01	MAR 01	APR 01	MAY 01	JUN 01	JUL 01	Total Item EST
Cash Paid Out (Non P&L)														
Loan principal payment		507	501		257		504		204	16	1,367	288		3,643
Capital purchase														0
Other startup costs		11		135										146
Rental space		760	760	757	770	8								3,055
Total	0	1,278	1,261	892	1,027	8	504	0	204	16	1,367	288	0	6,844
Total Cash Paid Out	0	2,774	2,419	24,704	2,577	2,229	2,448	1,863	3,206	25,914	5,171	3,102	11,088	87,496

Fiscal year begins: 8/1/2017	(Pre) Startup EST	AUG 01	SEP 01	OCT 01	NOV 01	DEC 01	JAN 01	FEB 01	MAR 01	APR 01	MAY 01	JUN 01	JUL 01	Total Item EST
Technology services							4	2		37	83			126
Gasoline		81	28	57	101	828	8	23	10	491	85	165	147	2,024
Business insurance		183	262	237	238	238	238	238	238	26	599	227	420	3,144
Medical							11	53		25	11			99
Printing and copying										11		44	4	59
Supplies and shipping		697	421	575	638	499	661	751	1,941	29,945	1,356	1,009	10,021	42,454
Comptroller							2							2
Telecom		85	93	116	118	107	30	30	30	30	30	30	30	728
Travel				3	40	149	7		3	30	209	4	11	458
Utility service			301	149	137	127				198	147	133	184	1,375
Insurance														0
Loan														0
Mall					1									1
Office supplies				6	5	27								39
Rent							760	766	780	767	763	740		4,577
Computer repair						26								26
Total	0	1,497	1,159	23,812	1,550	2,222	1,944	1,863	3,002	25,898	3,804	2,814	11,088	80,652

Fiscal year begins: 8/1/2017	(Pre) Startup EST	AUG 01	SEP 01	OCT 01	NOV 01	DEC 01	JAN 01	FEB 01	MAR 01	APR 01	MAY 01	JUN 01	JUL 01	Total Item EST
Cash Paid Out (Non P&L)														
Loan principal payment		507	501		257		504		204	16	1,367	288		3,643
Capital purchase														0
Other startup costs		11		135										146
Rental space		760	760	757	770	8								3,055
Total	0	1,278	1,261	892	1,027	8	504	0	204	16	1,367	288	0	6,844
Total Cash Paid Out	0	2,774	2,419	24,704	2,577	2,229	2,448	1,863	3,206	25,914	5,171	3,102	11,088	87,496

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990 FORM

PAGES 204 to 211 = 8 PAGES

UNDER SECTION 6103 & 6104 OF U.S. CODE
TITLE 26

8 PAGES HAVE BEEN WITHHELD

Attachment 37: Plan for Insurance Coverage



☆ Ethan ☆ Thu, Dec 26, 2019

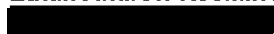
Here is your business insurance quote:

For \$1,000,000/\$2,000,000 in General Liability coverage - the annual premium is just: \$1985 /year.

Do you prefer financing or annual pay?

Best,

Ethan Andrew Kosmin / Principal 484 800-1000 x7



EK Insurance

Office: 484 800-1000 / Fax: 800 679-0028

Professional Insurance Advice

<https://ekinsurance.com>



D.L. Bearden

to ☆ Ethan ☆

Thanks Ethan

We are submitting a proposal for a school to begin in 2021. It is likely we will want to finance at the startup and then go to annual pay once we are established.

D.L. Bearden, PhD

Curriculum & Instruction / School Administration

Phone: 903-669-1483

Skype: DBearden, PhD

Twitter: @DBeardenphd

Email: dbeardenphd@gmail.com

Website: <https://laureate-inc.academia.edu/DLBearden>

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5 pages have been withheld

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New Charter School Application Financial Plan Workbook

Instructions

General Instructions and Notes

- **Colors for tabs and cells may be different on MAC computers and Apple products.**
- Complete all four tabs in GREEN. The BLUE tabs are informational only and do not require data entry.
- For MAC users, the BLUE tabs are **Budget, Financial Plan Workbook Summary, SOF, and Payment Formula Example**. All other tabs are GREEN data entry tabs.
- Formula driven cells are locked and should remain locked. Enter information into the GRAY cells ONLY.
- For MAC users, the GRAY cells may appear blue.
- Cells containing RED triangles in the upper right corner contain guidance on that particular line item.
- All **Notes** and **Notes and Descriptions of Assumptions** cells are editable. Adding as much detail as possible in these columns is encouraged. All Notes and Notes and Descriptions of Assumptions should be verifiable with support documents if requested by TEA.

School Info Tab

- Enter the Lead Applicant's name, email address, and phone number.
- In the row **Start-Up (Year 0) Fiscal Year End**, enter the fiscal year the proposed charter school will be in for its startup year.
- In the row **Year One Fiscal Year End**, enter the fiscal year the school will be in for its first operational year.
- In the row **Fiscal Year End Date**, use the drop-down list box to select the proposed charter school fiscal year end date.
- In the row **Total School Year Minutes**, enter the number of minutes the proposed charter school will be open for operation.

Enrollment Tab

- **Enter information into the GRAY cells ONLY. All other cells are locked and should remain locked.**

ENROLLMENT Section

- Enter the anticipated enrollment for the proposed school by grade and year in the GRAY cells only. The anticipated enrollment for all five years is mandatory because those enrollment assumptions will directly impact the five year budget/operational plan.
- Enter the anticipated average daily attendance (ADA) percentage by year.
- **WARNING** - Enter conservative and realistic enrollment numbers. The state funding for your proposed charter school will be adjusted to your actual ADA, not your budgeted ADA! If you enter ambitious enrollment numbers or your estimated enrollment numbers are not realistic compared to your waiting list of students within commuting distance, then your projections may be invalid. Additionally, your enrollment numbers may change frequently during the school year. Over budgeting revenue is the most frequent cause of financial distress for charter holders.

STUDENT POPULATION Section

- Enter the anticipated number of students for each population designation by year in the gray cells only. The numbers entered will automatically generate the percentage of students anticipated for that designation based on the total enrollment entered.

TRANSPORATION Section

- Enter the anticipated transportation allotments for the specified programs.

Personnel Tab

- **Enter information into the GRAY cells ONLY. All other cells are locked and should remain locked.**
- Column C - Enter the position description.
- Column D - Select the category for the position entered in column C from the drop down list box. Categories listed in the drop down box align with the **Start-Up, Y1, & Assumptions** and **Budget** tabs.
****PLEASE NOTE** - Before selecting a category, be sure to review the Budget tab to see where each category falls in terms of the Personnel section.**
- Column E - Enter the starting salary for each position.
- Columns F - K - Enter the number of full-time equivalents (FTE) for each position for the given year.
- Column M - Enter any notes related to each position.
- Cells P10 - S10 - Enter the anticipated percentage of salary increases for each year. Salaries for each position for each year will be automatically generated based on the yearly raise percentages entered in the worksheet.

Start-Up, Y1, & Assumptions Tab

- Enter information into the GRAY cells ONLY. All other cells are locked and should remain locked.
- Column C - All line descriptions are locked and are to remain locked except those shaded gray and labeled **Custom**. **Custom** cells can be edited by the applicant.
- Columns E - F - Enter budgeted amounts for the proposed charter school in column E for the start-up year (Year 0) and in column F for Year 1.
- Columns H - M - Enter the percentage increase OR decrease that is anticipated for each line item from year to year.
***** PLEASE NOTE** - The percentages entered in the PAYROLL TAXES AND BENEFITS section are for the percentage of total payroll for that particular year and NOT the percentage of increase from year to year.***
- Enter any notes and descriptions of assumptions that need further explanation.

Budget Tab

- ALL revenues and expenses are automatically calculated based on the **Enrollment, Personnel, and Start-Up, Y1, & Assumptions** tabs.
- No data should be entered on this tab.

Financial Plan Workbook Summary Tab

- ALL revenues and expenses are automatically calculated based on the **Enrollment, Personnel, and Start-Up, Y1, & Assumptions** tabs.
- No data should be entered on this tab.

SOF Tab

- Summary of Finances (**SOF**) tab displays the estimate for Total State Aid.
- No data should be entered on this tab.

Payment Formula with Example Tab

- Actual cash flows are based on average attendance for each 6 week period reported to TEA. If you experience a substantial change in enrollment during the year, your ADA will change and so will your payments.
- No data should be entered on this tab.

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NEW CHARTER SCHOOL APPLICATION FINANCIAL PLAN WORKBOOK

Lead Applicant Name:	D.L. Bearden	
Contact Email:	dbeardenphd@gmail.com	
Contact Phone:	903-669-1483	
Start-Up (Year 0) Fiscal Year End:	2020	<i>Enter the 4-digit year (XXXX)</i>
Year One Fiscal Year End:	2021	<i>Enter the 4-digit year (XXXX)</i>
Fiscal Year End Date:	August 31	<i>Select date</i>
Total School Year Minutes:	75,600	<i>Enter the number of minutes (e.g., 75,600)</i>

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ESTIMATE OF STATE AID ENTITLEMENT INPUT

	Year 1	Year 2	Year 3	Year 4	Year 5
	2021	2022	2023	2024	2025
ENROLLMENT					
Pre-Kindergarten (Enter 1/2 of actual enrollment because you will only be funded for 1/2 day per child)					
Kindergarten					
1st Grade					
2nd Grade					
3rd Grade					
4th Grade					
5th Grade					
6th Grade					
7th Grade			50.00	50.00	50.00
8th Grade			50.00	50.00	50.00
9th Grade	25.00	25.00	25.00	25.00	50.00
10th Grade	25.00	25.00	25.00	25.00	50.00
11th Grade	25.00	25.00	25.00	25.00	50.00
12th Grade	25.00	25.00	25.00	25.00	50.00
Total Number of All Students Enrolled (Average Membership)	100.00	100.00	200.00	200.00	300.00
Total Number of High School Students Enrolled	100.00	100.00	100.00	100.00	200.00
Average Daily Attendance (ADA) %	90%	90%	90%	90%	90%
Average Daily Attendance (ADA)	90.00	90.00	180.00	180.00	270.00
Percent change YOY		0%	100%	0%	50%

	Data for the following fiscal years must be based on reasonable estimates and projections.									
STUDENT POPULATION	2021	EYS 2021	2022	EYS 2022	2023	EYS 2023	2024	EYS 2024	2025	EYS 2025
Special Education Data:										
Number Enrolled in Homebound	1.00	1.00	1.00	1.00	2.00	2.00	2.00	2.00	3.00	3.00
Number Enrolled in Hospital Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Speech Therapy	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Resource Room	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Self-Contained Mild/Mod/Sev	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Full-Time Early Childhood	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Off-Home Campus	-	-	-	-	-	-	-	-	-	-
Number Enrolled in VAC	5.00		5.00	-	10.00	-	10.00	-	15.00	-
Number Enrolled from State Schools	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Residential Care & Treatment	1.00	1.00	1.00	1.00	2.00	2.00	2.00	2.00	3.00	3.00
Number Enrolled in Mainstream										
Special Education Student Count (SPED)	7.00	2.00	7.00	2.00	14.00	4.00	14.00	4.00	21.00	6.00
Special Education Student Count %	7.00%	2.00%	7.00%	2.00%	7.00%	2.00%	7.00%	2.00%	7.00%	2.00%
Percent change YOY			0%	0%	100%	100%	0%	0%	50%	50%

Career and Technology (C&T) Data:	2021	Advanced C&T FTE 2021	2022	Advanced C&T FTE 2022	2023	Advanced C&T FTE 2023	2024	Advanced C&T FTE 2024	2025	Advanced C&T FTE 2025
Number Enrolled in One-hour Class	10.00	-	10.00		20.00		20.00		30.00	
Number Enrolled in Two-hour Class		-								
Number Enrolled in Three-hour Class		-								
Number Enrolled in Four-hour Class		-								
Number Enrolled in Five-hour Class		-								
Number Enrolled in Six-hour Class		-								
Career & Technology Students Enrolled	10.00	-	10.00	-	20.00	-	20.00	-	30.00	-
% of Career & Technology Students	10.00%		10.00%		10.00%		10.00%		10.00%	
Percent change YOY			0%	0%	100%	0%	0%	0%	50%	0%

Gifted and Talented, Pregnancy Related, & Bilingual/ESL Data:	Data for the following fiscal years must be based on reasonable estimates and projections.				
	2021	2022	2023	2024	2025
Number Gifted and Talented Students Enrolled	8.00	8.00	16.00	16.00	24.00
% of Gifted and Talented Students Enrolled	8.00%	8.00%	8.00%	8.00%	8.00%
Number of Pregnancy Related Students	1.00	1.00	2.00	2.00	3.00
% of Pregnancy Related Students Enrolled	1.00%	1.00%	1.00%	1.00%	1.00%
Number of Students Enrolled in Bilingual/ESL	18.00	18.00	36.00	36.00	54.00
% of Students Enrolled in Bilingual/ESL	18.00%	18.00%	18.00%	18.00%	18.00%

Special Education Error Check					
Career and Technology Error Check					

Compensatory Education Enrollment	75.00	75.00	150.00	150.00	150.00
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TRANSPORTATION	2021	2022	2023	2024	2025
Regular Program Transportation Allotment			-	-	-
Special Education Program Transportation Allotment	7	7	14	14	21
Career and Technology Program Transportation Allotment	10	10	20	20	30
Transportation Total	17	17	34	34	51
Percent change YOY		0%	100%	0%	50%

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PERSONNEL

[illegible][illegible]

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REVENUE AND EXPENSE ASSUMPTIONS

	BUDGET		ASSUMPTIONS						Notes and Descriptions of Assumptions for Start-Up Year	Notes and Descriptions of Assumptions for Year 1 through Year 5
	Start-Up Year 0 2020	Year 1 2021	Start-Up Year 0 2020	Year 1 2021	Year 2 2022	Year 3 2023	Year 4 2024	Year 5 2025		
REVENUE										
TOTAL STATE REVENUES		903,142			0.00%	0.00%	0.00%	0.00%		
TOTAL FEDERAL REVENUES					0.00%	0.00%	0.00%	0.00%		
TOTAL LOCAL & OTHER REVENUES	40,000				0.00%	100.00%	0.00%	50.00%		
TOTAL REVENUE	\$ 40,000	\$ 903,142								
EXPENSES										
ADMINISTRATIVE STAFF PERSONNEL COSTS										
Executive Management	-	12,500								
Instructional Management	-	50,000								
Deans, Directors & Coordinators	-	12,500								
CFO / Director of Finance	-	25,000								
Operation / Business Manager	-	-								
Administrative Staff	-	-								
Other - Administrative	-	15,000								
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	\$ -	\$ 115,000								
INSTRUCTIONAL PERSONNEL COSTS										
Teachers - Regular	-	-								
Teachers - SPED	-	-								
Substitute Teachers	-	-								
Teaching Assistants	-	120,000								
Specialty Teachers	-	100,000								
Aides	-	-								
Therapists & Counselors	-	-								
Other - Instructional	-	-								
TOTAL INSTRUCTIONAL PERSONNEL COSTS	\$ -	\$ 220,000								
NON-INSTRUCTIONAL PERSONNEL COSTS										
Nurse	-	-								
Librarian	-	-								
Custodian	-	-								
Security	-	-								
Other - Non-Instructional	-	-								
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	\$ -	\$ -								
TOTAL PERSONNEL EXPENSES	\$ -	\$ 335,000								
PAYROLL TAXES AND BENEFITS										
Social Security	-	20,770	0.00%	6.20%	0.00%	0.00%	0.00%	0.00%		
Medicare	-	4,858	0.00%	1.45%	0.00%	0.00%	0.00%	0.00%		
State Unemployment	-	21,306	0.00%	6.36%	0.00%	0.00%	0.00%	0.00%		
Worker's Compensation Insurance	-	2,010	0.00%	0.60%	0.00%	0.00%	0.00%	0.00%		
Custom Other Tax #1	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Custom Other Tax #2	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Health Insurance	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Dental Insurance	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Vision Insurance	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Life Insurance	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Retirement Contribution	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Custom Fringe #1	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Custom Fringe #2	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
TOTAL PAYROLL TAXES AND BENEFITS	\$ -	\$ 48,944								
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	\$ -	\$ 383,944								

Academe NEXUS
REVENUE AND EXPENSE ASSUMPTIONS

	BUDGET		ASSUMPTIONS						Notes and Descriptions of Assumptions for Start-Up Year	Notes and Descriptions of Assumptions for Year 1 through Year 5
	Start-Up Year 0	Year 1	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5		
	2020	2021	2020	2021	2022	2023	2024	2025		
	Enter the % change below for which the amount entered in column F should change each year.									
CONTRACTED SERVICES										
Accounting / Audit	-	20,000			0.00%	0.00%	0.00%	0.00%		
Legal	-	1,000			0.00%	0.00%	0.00%	0.00%		
Management Company Fee	-	-			0.00%	0.00%	0.00%	0.00%		
Nurse Services	-	500			0.00%	0.00%	0.00%	0.00%		
Food Service / School Lunch	-	10,000			0.00%	0.00%	0.00%	0.00%		
Payroll Services	-	1,000			0.00%	0.00%	0.00%	0.00%		
Special Ed Services	-	2,500			0.00%	0.00%	0.00%	0.00%		
Titlment Services (i.e. Title I)	-	1,000			0.00%	0.00%	0.00%	0.00%		
Custom Contracted Services #1	-	-			0.00%	0.00%	0.00%	0.00%		
Custom Contracted Services #2	-	-			0.00%	0.00%	0.00%	0.00%		
Custom Contracted Services #3	-	-			0.00%	0.00%	0.00%	0.00%		
TOTAL	\$ -	\$ 36,000								
SCHOOL OPERATIONS										
Board Expenses	-	100			0.00%	0.00%	0.00%	0.00%		
Classroom / Teaching Supplies & Materials	-	500			0.00%	0.00%	0.00%	0.00%		
Special Ed Supplies & Materials	-	500			0.00%	0.00%	0.00%	0.00%		
Textbooks / Workbooks	-	1,000			0.00%	0.00%	0.00%	0.00%		
Supplies & Materials other	-	1,000			0.00%	0.00%	0.00%	0.00%		
Equipment / Furniture	-	500			0.00%	0.00%	0.00%	0.00%		
Telephone	-	1,000			0.00%	0.00%	0.00%	0.00%		
Technology	30,000	20,000			0.00%	0.00%	0.00%	0.00%		
Student Testing & Assessment	-	2,500			0.00%	0.00%	0.00%	0.00%		
Field Trips	-	500			0.00%	0.00%	0.00%	0.00%		
Transportation (student)	-	5,000			0.00%	0.00%	0.00%	0.00%		
Student Services - other	-	-			0.00%	0.00%	0.00%	0.00%		
Office Expense	-	500			0.00%	0.00%	0.00%	0.00%		
Staff Development	-	2,500			0.00%	0.00%	0.00%	0.00%		
Staff Recruitment	-	-			0.00%	0.00%	0.00%	0.00%		
Student Recruitment / Marketing	10,000	10,000			0.00%	0.00%	0.00%	0.00%		
School Meals / Lunch	-	10,000			0.00%	0.00%	0.00%	0.00%		
Travel (Staff)	-	500			0.00%	0.00%	0.00%	0.00%		
Fundraising	-	1,000			0.00%	0.00%	0.00%	0.00%		
After School Program	-	-			0.00%	0.00%	0.00%	0.00%		
Custom Operations #1	-	-			0.00%	0.00%	0.00%	0.00%		
Custom Operations #2	-	-			0.00%	0.00%	0.00%	0.00%		
TOTAL SCHOOL OPERATIONS	\$ 40,000	\$ 57,100								
FACILITY OPERATION & MAINTENANCE										
Insurance	-	3,000			0.00%	0.00%	0.00%	0.00%		
Janitorial Services	-	-			0.00%	0.00%	0.00%	0.00%		
Building and Land Rent / Lease	-	100,000			0.00%	0.00%	0.00%	0.00%		
Repairs & Maintenance	-	1,000			0.00%	0.00%	0.00%	0.00%		
Security Services	-	-			0.00%	0.00%	0.00%	0.00%		
Utilities	-	1,000			0.00%	0.00%	0.00%	0.00%		
Internet	-	1,500			0.00%	0.00%	0.00%	0.00%		
Custom Facilities Operations #1	-	-			0.00%	0.00%	0.00%	0.00%		
Custom Facilities Operations #2	-	-			0.00%	0.00%	0.00%	0.00%		
TOTAL FACILITY OPERATION & MAINTENANCE	\$ -	\$ 106,500								
RESERVES / CONTINGENCIES	-	-			0.00%	0.00%	0.00%	0.00%		
TOTAL EXPENSES	\$ 40,000	\$ 583,544								
NET OPERATING INCOME (before Depreciation)	\$ -	\$ 319,599								
DEPRECIATION & AMORTIZATION	-	-			0.00%	0.00%	0.00%	0.00%		
NET OPERATING INCOME (including Depreciation)	\$ -	\$ 319,599								

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PROJECTED BUDGET / OPERATING PLAN

SUMMARY

Total Revenue
Total Expenses
Net Operating Income (before Depreciation)
Revenue Per Pupil
Expenses Per Pupil

Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
2020	2021	2022	2023	2024	2025
40,000	#REF!	#REF!	#REF!	#REF!	#REF!
40,000	583,544	752,575	1,023,331	1,031,568	1,248,009
-	#REF!	#REF!	#REF!	#REF!	#REF!
	#REF!	#REF!	#REF!	#REF!	#REF!
	5,835.44	7,525.75	5,116.65	5,157.84	4,160.03

REVENUE

TOTAL STATE REVENUES
TOTAL FEDERAL REVENUES
TOTAL LOCAL & OTHER REVENUES
TOTAL REVENUE

	903,142	903,142	903,142	903,142	903,142
	-	-	-	-	-
\$ 40,000	#REF!	#REF!	#REF!	#REF!	#REF!
\$ 40,000	#REF!	#REF!	#REF!	#REF!	#REF!

EXPENSES**ADMINISTRATIVE STAFF PERSONNEL COSTS**

Executive Management
Instructional Management
Deans, Directors & Coordinators
CFO / Director of Finance
Operation / Business Manager
Administrative Staff
Other - Administrative
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS

-	12,500	12,625	12,751	12,879	13,008
-	50,000	50,500	51,005	51,515	52,030
-	12,500	12,625	12,751	12,879	13,008
-	25,000	25,250	25,503	25,758	26,015
-	-	-	-	-	-
-	-	-	-	-	-
-	15,000	7,575	7,651	7,727	7,805
\$ -	\$ 115,000	\$ 108,575	\$ 109,661	\$ 110,757	\$ 111,865

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular
Teachers - SPED
Substitute Teachers
Teaching Assistants
Specialty Teachers
Aides
Therapists & Counselors
Other - Instructional
TOTAL INSTRUCTIONAL PERSONNEL COSTS

-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	120,000	242,400	306,030	309,090	312,181
-	100,000	202,000	408,040	412,120	624,362
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
\$ -	\$ 220,000	\$ 444,400	\$ 714,070	\$ 721,211	\$ 936,544

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse
Librarian
Custodian
Security
Other - Non-Instructional
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS

-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

TOTAL PERSONNEL EXPENSES

\$ -	\$ 335,000	\$ 552,975	\$ 823,731	\$ 831,968	\$ 1,048,409
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	Start-Up Year 0 2020	Year 1 2021	Year 2 2022	Year 3 2023	Year 4 2024	Year 5 2025
PAYROLL TAXES AND BENEFITS						
Social Security	-	20,770	-	-	-	-
Medicare	-	4,858	-	-	-	-
State Unemployment	-	21,306	-	-	-	-
Worker's Compensation Insurance	-	2,010	-	-	-	-
Custom Other Tax #1	-	-	-	-	-	-
Custom Other Tax #2	-	-	-	-	-	-
Health Insurance	-	-	-	-	-	-
Dental Insurance	-	-	-	-	-	-
Vision Insurance	-	-	-	-	-	-
Life Insurance	-	-	-	-	-	-
Retirement Contribution	-	-	-	-	-	-
Custom Fringe #1	-	-	-	-	-	-
Custom Fringe #2	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	\$ -	\$ 48,944	\$ -	\$ -	\$ -	\$ -
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	\$ -	\$ 383,944	\$ 552,975	\$ 823,731	\$ 831,968	\$ 1,048,409
CONTRACTED SERVICES						
Accounting / Audit	-	20,000	20,000	20,000	20,000	20,000
Legal	-	1,000	1,000	1,000	1,000	1,000
Management Company Fee	-	-	-	-	-	-
Nurse Services	-	500	500	500	500	500
Food Service / School Lunch	-	10,000	10,000	10,000	10,000	10,000
Payroll Services	-	1,000	1,000	1,000	1,000	1,000
Special Ed Services	-	2,500	2,500	2,500	2,500	2,500
Titlement Services (i.e. Title I)	-	1,000	1,000	1,000	1,000	1,000
Custom Contracted Services #1	-	-	-	-	-	-
Custom Contracted Services #2	-	-	-	-	-	-
Custom Contracted Services #3	-	-	-	-	-	-
TOTAL	\$ -	\$ 36,000	\$ 36,000	\$ 36,000	\$ 36,000	\$ 36,000

	Start-Up Year 0 2020	Year 1 2021	Year 2 2022	Year 3 2023	Year 4 2024	Year 5 2025
SCHOOL OPERATIONS						
Board Expenses	-	100	100	100	100	100
Classroom / Teaching Supplies & Materials	-	500	500	500	500	500
Special Ed Supplies & Materials	-	500	500	500	500	500
Textbooks / Workbooks	-	1,000	1,000	1,000	1,000	1,000
Supplies & Materials other	-	1,000	1,000	1,000	1,000	1,000
Equipment / Furniture	-	500	500	500	500	500
Telephone	-	1,000	1,000	1,000	1,000	1,000
Technology	30,000	20,000	20,000	20,000	20,000	20,000
Student Testing & Assessment	-	2,500	2,500	2,500	2,500	2,500
Field Trips	-	500	500	500	500	500
Transportation (student)	-	5,000	5,000	5,000	5,000	5,000
Student Services - other	-	-	-	-	-	-
Office Expense	-	500	500	500	500	500
Staff Development	-	2,500	2,500	2,500	2,500	2,500
Staff Recruitment	-	-	-	-	-	-
Student Recruitment / Marketing	10,000	10,000	10,000	10,000	10,000	10,000
School Meals / Lunch	-	10,000	10,000	10,000	10,000	10,000
Travel (Staff)	-	500	500	500	500	500
Fundraising	-	1,000	1,000	1,000	1,000	1,000
After School Program	-	-	-	-	-	-
Custom Operations #1	-	-	-	-	-	-
Custom Operations #2	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	\$ 40,000	\$ 57,100	\$ 57,100	\$ 57,100	\$ 57,100	\$ 57,100
FACILITY OPERATION & MAINTENANCE						
Insurance	-	3,000	3,000	3,000	3,000	3,000
Janitorial Services	-	-	-	-	-	-
Building and Land Rent / Lease	-	100,000	100,000	100,000	100,000	100,000
Repairs & Maintenance	-	1,000	1,000	1,000	1,000	1,000
Security Services	-	-	-	-	-	-
Utilities	-	1,000	1,000	1,000	1,000	1,000
Internet	-	1,500	1,500	1,500	1,500	1,500
Custom Facilities Operations #1	-	-	-	-	-	-
Custom Facilities Operations #2	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	\$ -	\$ 106,500	\$ 106,500	\$ 106,500	\$ 106,500	\$ 106,500
RESERVES / CONTINGENCIES	-	-	-	-	-	-
TOTAL EXPENSES	\$ 40,000	\$ 583,544	\$ 752,575	\$ 1,023,331	\$ 1,031,568	\$ 1,248,009
NET OPERATING INCOME (before Depreciation)	\$ -	#REF!	#REF!	#REF!	#REF!	#REF!
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-
NET OPERATING INCOME (including Depreciation)	\$ -	#REF!	#REF!	#REF!	#REF!	#REF!

Academe NEXUS

FINANCIAL PLAN WORKBOOK SUMMARY

Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
2020	2021	2022	2023	2024	2025

REVENUE

Total State Revenue
Total Federal Revenue
Total Local and Other Revenue

	\$ 903,142	\$ 903,142	\$ 903,142	\$ 903,142	\$ 903,142
	\$ -	\$ -	\$ -	\$ -	\$ -
\$ 40,000	#REF!	#REF!	#REF!	#REF!	#REF!
\$ 40,000	#REF!	#REF!	#REF!	#REF!	#REF!

TOTAL REVENUE**EXPENSES****PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES**

Total Administrative Staff Personnel Costs
Total Instructional Personnel Costs
Total Non-Instructional Personnel Costs
Total Payroll Taxes and Benefits

TOTAL PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES

\$ -	\$ 115,000	\$ 108,575	\$ 109,661	\$ 110,757	\$ 111,865
\$ -	\$ 220,000	\$ 444,400	\$ 714,070	\$ 721,211	\$ 936,544
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ 48,944	\$ -	\$ -	\$ -	\$ -
\$ -	\$ 383,944	\$ 552,975	\$ 823,731	\$ 831,968	\$ 1,048,409

NON-PAYROLL RELATED EXPENSES

Total Contracted Services
Total School Operations
Total Facilities Operations and Maintenance
Reserves / Contingencies

TOTAL NON-PAYROLL RELATED EXPENSES

\$ -	\$ 36,000	\$ 36,000	\$ 36,000	\$ 36,000	\$ 36,000
\$ 40,000	\$ 57,100	\$ 57,100	\$ 57,100	\$ 57,100	\$ 57,100
\$ -	\$ 106,500	\$ 106,500	\$ 106,500	\$ 106,500	\$ 106,500
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ 40,000	\$ 199,600	\$ 199,600	\$ 199,600	\$ 199,600	\$ 199,600
\$ 40,000	\$ 583,544	\$ 752,575	\$ 1,023,331	\$ 1,031,568	\$ 1,248,009

TOTAL EXPENSES**NET OPERATING INCOME (before depreciation)**

\$ -	#REF!	#REF!	#REF!	#REF!	#REF!
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STUDENT ENROLLMENT

Projected Student Enrollment
Revenue Per Pupil
Expenses Per Pupil

	100	100	200	200	300
	#REF!	#REF!	#REF!	#REF!	#REF!
\$	5,835	7,526	5,117	5,158	4,160

Academe NEXUS

ESTIMATE OF STATE AID ENTITLEMENT

Summary of Finance Description	Weight or Rate	
Refined Average Daily Attendance (ADA)		90.000
High School ADA	\$ 275	90.000
Prior Year Refined ADA		0.000
SPECIAL EDUCATION FTE		
Homebound (Code 01)	5.0	0.150
Hospital Class (Code 02)	3.0	0.000
Speech Therapy (Code 00)	5.0	0.000
Resource Room (Code 41& 42)	3.0	0.000
Self-contained Mild/Mod/Severe (Code 43 & 44)	3.0	0.000
Full Time Early Childhood (Code 45)	3.0	0.000
Off-home Campus (Codes 91-98)	2.7	0.000
VAC (Code 08)	2.3	4.125
State School Students (Code 30)	2.8	0.000
Residential Care & Treatment (Code 81-89)	4.0	0.825
Total Special Education FTE		5.100
Total Special Education Weighted FTE		13.538
EXTENDED YEAR SERVICES (EYS) SPECIAL EDUCATION FTE		
Homebound (Code 01)	5.0	0.025
Hospital Class (Code 02)	3.0	0.000
Speech Therapy (Code 00)	5.0	0.000
Resource Room (Code 41& 42)	3.0	0.000
Self-contained Mild/Mod/Severe (Code 43 & 44)	3.0	0.000
Full Time Early Childhood (Code 45)	3.0	0.000
Off-home Campus (Codes 91-98)	2.7	0.000
VAC (Code 08)	2.3	0.000
State School Students (Code 30)	2.8	0.000
Residential Care & Treatment (Code 81-89)	4.0	0.138
Total ESY Special Education FTE		0.163
Total ESY Special Education Weighted FTE		0.675
Mainstream ADA	1.10	0.000
Career & Technology FTEs	1.35	1.530
Advanced Career & Technology Education FTEs	\$ 50	0.000
Regular Program ADA		83.370
Gifted & Talented Enrollment	0.12	4.500
State Compensatory Education Enrollment	0.20	75.000
Pregnancy Related FTEs	2.41	0.264
Bilingual ADA	0.10	16.200
Adjusted GYA		0.9733
Total Weighted Average Daily Attendance (WADA)	SOF pg	146.202
Did Charter Holder Participate in TRS Active Care in 2005-06?		NO
Full-Time Staff (not MSS)	1	0.000
Part-Time Staff (not MSS)	1	0.000
State Average Funding Components	SOF pg	
Per Capita Rate	2	\$ 447.180
District Basic Allotment (DBA)	7	\$ 5,102.00
Adjusted Basic Allotment (ABA)	7	\$ 5,390.00
Adjusted Allotment	7	\$ 6,535.00
District Tax Rate Level 1 (DTR1)	12	\$ 0.057339

District Tax Rate Level 2 (DTR2)	12	\$	0.049003
2018-2019 State Average I&S Rate that limits spending to \$60 million	16	\$	0.060035
EDA Guaranteed Yield (GY)	16	\$	37.00
Level 1 Entitlement	12	\$	106.28
Level 2 Entitlement	12	\$	31.95
Program Intent Codes -TIER I Allotments	SOF pg		
11-Regular Program Allotment	2	\$	544,823
21-Gifted & Talented Adjusted Allotment (spend 55% of amount)	2	\$	3,529
25-Bilingual Education Allotment (spend 52% of amount)	2	\$	10,587
99-New Instructional Facility Allotment	2	\$	-
31-High School Allotment (spend 100% of amount)	2	\$	24,750
Special Education Detail:	SOF pg		
Regular Special Education	10	\$	66,902
Mainstream	10	\$	-
Residential Care and Treatment	10	\$	21,566
State Schools	10	\$	-
Extended Year Special Education	10	\$	3,308
23-Special Education Adjusted Allotment (spend 52% of amount)		\$	91,776
Career & Technology Detail:	SOF pg		
Regular Career & Technology (CTE) Allotment	10	\$	13,498
Advanced CTE Allotment	10	\$	-
22-Career and Technology Allotment (spend 58% of amount)	2	\$	13,498
State Compensatory Education Detail:	SOF pg		
State Compensatory Allotment	11	\$	98,025
Pregnancy Related	11	\$	4,162
24-Compensatory Education Allotment (spend 52% of amount)	2	\$	102,187
Transportation Detail:	SOF pg		
Regular	9	\$	-
Special Education	9	\$	7
Career & Technology Education	9	\$	-
99-Transportation Allotment	2	\$	7
TOTAL COST OF TIER I / STATE SHARE OF TIER I	2	\$	791,156
TIER II	SOF pg		
Tier II Level 1	12	\$	89,096
Tier II Level 2	12	\$	22,890
TOTAL TIER II	3	\$	111,986
OTHER PROGRAMS			
Staff Salary Allotment	13	\$	-
Charter has at least an acceptable academic performance rating?			NO
HB21 - State Facilities Allotment	16	\$	-
TOTAL OTHER PROGRAMS	3	\$	-
	SOF pg		
TOTAL STATE AID	3	\$	903,142
Available School Fund (ASF)	3	\$	-
Foundation School Fund (FSF)	3	\$	903,142

Academe NEXUS

PAYMENT FORMULA EXAMPLE

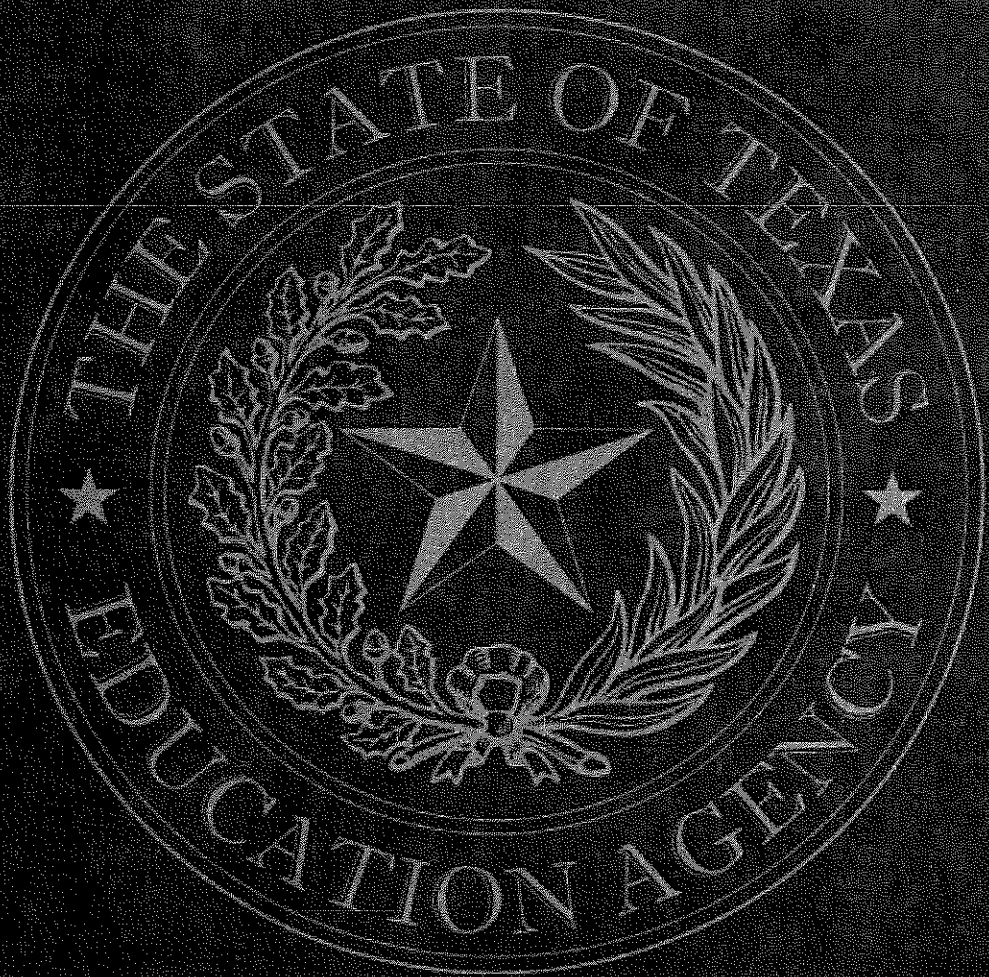
FSP Allotment	\$ 903,142
Adjustments to Allotments	\$ -
Less Total Paid to Date	\$ -
FSP Remaining Balance	\$ 903,142

Payment Month	# of Remaining Payments	% of Unpaid Balance	Estimated Payments Schedule
September	12	8.3%	\$ 74,961
October	11	9.1%	\$ 75,364
November	10	10.1%	\$ 76,034
December	9	11.1%	\$ 75,123
January	8	12.4%	\$ 74,606
February	7	14.4%	\$ 75,896
March	6	16.6%	\$ 74,892
April	5	19.9%	\$ 74,877
May	4	25.1%	\$ 75,649
June	3	33.2%	\$ 74,946
July	2	49.7%	\$ 74,945
August	1	100.0%	\$ 75,850
Total Payments			\$ 903,142

GENERATION 25

OPEN-ENROLLMENT CHARTER APPLICATION

SPECIAL ASSURANCES



OPEN-ENROLLMENT CHARTER SCHOOL APPLICATION
Generation Twenty-Five
Special Assurances Document

Sponsoring Entity: _____

Proposed Charter School Name: _____

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

AS 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.

AS 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

AS 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

AS 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 62.001(5) Code of Criminal Procedure.

IV. Annual Training Requirements

AS 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

AS 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

AS 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: _____

Proposed Charter School Name: _____

VII. Admission and Enrollment

- AE 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.
- AE 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.
- AE 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.
- AE 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.
- AE 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)

- AE The proposed charter holder assures that a public meeting will be held, in accordance with the requirements outlined in Attachment 6 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

- AE 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.
- AE 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: _____

Proposed Charter School Name: _____

AS 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).

AS 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. Ready to Open Check-List

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

XI. Postponement of Opening

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

XII. Federal and State Funding

AS 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.

AS 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.

AS 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.

XIII. Required Disclosure

AS 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.

Sponsoring Entity: LEAK TRACK GALLERY INTERNATIONAL

Proposed Charter School Name: Academe Nexus

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.

ADRIENNE LSON
Printed Name of Sponsoring Entity Board Chair

12/7/2020

Signature of Sponsoring Entity Board Chair

Date