



Full Name	Current Job Title and Employer	Position with Proposed School
Dr. Lura Davidson	Adjunct Graduate Instructor, Concordia University. Professional Service Provider; Texas Center for District and School Support	Board Member
Dr. Rubén Garza	Associate Professor and Secondary Undergraduate Coordinator, Texas State University	Board Member
Dr. Trinidad San Miguel	Adjunct Professor, Texas State University. Professional Service Provider; Manor ISD, Carrizo Springs ISD	Board Member
Carlton T. Kincaid, Esq.	Department of Defense	Board Member
Michael Ryan Thomason	San Marcos City Council, Place 5	Board Member
SFC Christopher Allison, US Army (Ret).	Night School Administrator, Southwest Preparatory School	Operations/Compliance Manager
Mr. Philip Muzzy	Teacher, San Marcos High School	Assistant Principal
Mr. James Hope	Director of CTE/Curriculum, Southwest Preparatory School	CTE/Curriculum Consultant
Mrs. Armetrius Walker-Staples	Lead ARD Facilitator, Bastrop ISD	Special Education Director
Mr. Paul Camden	Teacher, Schertz ISD	Assistant Principal

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

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

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

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

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

Proposed School Name	City	State	Opening Date

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

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

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

- Seeks approval for multiple campuses under a single charter.
- Already operates schools elsewhere in the US.
- Will contract or partner with a charter management organization (CMO). *If yes, include the CMO's portfolio in answering the above questions regarding pending applications and school openings.*

If yes, identify the CMO: \_\_\_\_\_

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

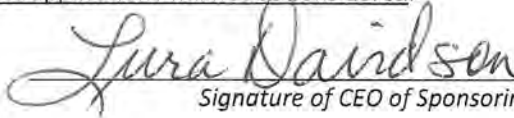
If yes, list all applicable states: \_\_\_\_\_

**CERTIFICATION**

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

Dr. Lura Davidson

*Name of CEO of Sponsoring Entity*



*Signature of CEO of Sponsoring Entity*

3/25/2014

*Date*

*Name of Application Preparer*

*Signature of Application Preparer*

*Date*

With what company is the application preparer associated? \_\_\_\_\_

Was preparer paid?  Yes  No

Nineteenth Generation Open-Enrollment Charter School RFA

## Application Response

## Charter Overview

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

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

1. **Vision and Mission.** State the vision and mission of the proposed charter school. The vision statement outlines what the school will achieve in the long term and how it will operate to meet that goal/vision. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision and mission statements provide the foundation for the entire application. The vision and mission statements, taken together, should provide a framework that illustrates what success will look like, guides the decisions and actions of the charter, and is aligned with the purposes of Texas charter schools as outlined in TEC§12.001.
2. **Community Engagement.** Describe the relationships that you have established to generate community engagement in and support for the proposed school and how you have assessed demand and/or solicited support for the school. Briefly describe these activities and summarize their results.
3. **Geographic Boundary.** Describe the community(s) where the school/campuses will be located and provide the rationale for selecting the location(s). Include the types of resources currently available in the community(s). Provide as **Attachment A**, a list of the school districts from which the proposed charter school will accept students. If the charter school will accept students from only a portion of a school district or districts, state exactly what the boundary will be. *Do not list the charter schools located within the designated geographic boundary.*
  - a. Submit, as **Attachment B**, the certified mail receipt cards showing the dates the Statement of Impact form and accompanying documents were received by each recipient. In the absence of signed certified mail return receipt cards, the certified mail receipt showing each addressee, fees paid, and the date mailed will be accepted. Follow these directions in preparing your mailings:
4. **Educational Need and Anticipated Student Population.** Describe the anticipated student population and the rationale for serving these students; their anticipated educational needs; and non-academic challenges the school is likely to encounter. Describe the rationale for selecting the location, including resources for students currently available. Identify any enrollment priorities on which the program is based and explain how they are consistent with applicable restrictions on enrollment eligibility and selection.
5. **Education Plan/School Design.** Provide an overview of the education program of the proposed school, including major instructional methods and assessment strategies and non-negotiables of the school model. Describe the evidence that demonstrates the school model will be successful in improving academic achievement for the targeted student population. Summarize what the proposed school would do more effectively or innovatively than the schools that are now serving the targeted population and how the school would achieve its goals.
6. **Leadership and Governance.** List the names of the current members of the governing board. Provide as **Attachment C**, notarized Board Member Biographical Affidavits for the current members of the proposed school’s governing board, including their roles and their current professional affiliation. Use the template provided by the TEA to prepare these affidavits.
7. Provide, as **Attachment D**, the following Assurance Documents, prepared using the templates

provided by the TEA: Bilingual Education/ESL, Section 504, and Dyslexia Assurances; General Application of Assurances for Federal Programs; Special Assurances; Special Education Assurances; and Campaign Contribution Disclosure.

8. Provide as **Attachment E**, a complete set of Eligibility Documents, prepared using the template provided by the TEA, including: 501 (c)(3) Determination Letter; the original Articles of Incorporation and any restated Articles of Incorporation and Articles of Amendment (*if incorporated prior to December 31, 2005*), OR (*if incorporated after January 1, 2006*) the Certificate of Formation and the Certificate of Filing; bylaws of the sponsoring entity including any amendments; attendance receipt from Information Session; copies of public hearing notice(s); (*if applicable*) Out of state operators ONLY, provide the state-issued performance data for each charter school currently in operation; and (*if applicable*) Out of state operators ONLY, provide in the template document EITHER a disclosure statement to include details pertaining to any charter school or campuses that have been closed, non-renewed, or revoked OR certify that the operator has not had a charter school/campus closed under any of the circumstances listed in TEC §12.101.

## **Charter Overview**

We have outlined four reasons why Ki Education Foundation should be granted a Generation 19 charter. All four reasons are aligned with the **Texas Education Code's Purpose of Charter Schools**. Our charter's purpose is to assist local traditional schools in educating a unique population of students who need extra resources and supports. These students are often overlooked and forgotten in conversations about education.

*Texas Education Code, Section 12.001*

### **1. Increase the choice of learning opportunities within the public school system**

There is a lack of educational choice for students who reside in Texas Residential Facilities (RFs). Very few charter school applications specific to this population have been approved since charter school legislation was first passed in 1995. The San Marcos Treatment Center (SMTTC), Texas' largest RF has expressed a need for Ki Charter Academy and is excited about our educational model. They have provided us with a letter of intent (LOI) to use their school facility, pending charter approval.

*"There are few educational options for children and adolescents in residential treatment."  
- Dr. Schmidt CEO/San Marcos Treatment Center*

We are an atypical organization that will touch many more lives than our maximum capacity suggests. The maximum capacity of our proposed charter school is 220 students; however longitudinal data from the RF (2013-2014) suggests that we will touch the lives of over 650' students in our first year of operation due to the facility's 400% mobility rate. Therefore, within the first five years of operation we will have touched the lives of approximately 3,250 students.

### **2. Encourage different and innovative learning methods**

Our educational model is innovative and multi-faceted in providing quality Texas Essential Knowledge and Skills (TEKS) driven curriculum, as well as quality of instruction to this underrepresented and high-needs population.

Facet #1: Curriculum will be developed through the union of Differentiated Instruction and Understanding by Design (UbD). UbD looks at what the learners need first and targets assessment and instructional strategies around those needs. Differentiated Instruction (DI) will include whole group and small-grouping practices to deliver our curriculum in multi-age and multi-subject classrooms. The addition of embedded Social and Emotional Learning (SEL) competencies within the curriculum will assist all of our stakeholders in helping students build character and values.

Facet #2: We will provide the READ 180/System 44 and MATH 180 remediation programs as Response To Intervention (RTI). These TEKS-aligned programs are proven, individualized, data driven, and provide differentiated instruction. Providing our teachers with the absolute best resources to close learning gaps is the right thing to do and a non-negotiable for Ki Charter

Academy.

Facet #3: We are the first charter school in the State of Texas to offer the Pitsco STEM/CTE Modular laboratory. These customized 3-6 week exploratory modules will create excitement and expose our students – who often demonstrate high mobility – to numerous post-secondary career paths. These paths include engineering, biology, mathematics, and information technology. The average stay of a resident at SMTC is 115 days (2013-2014).

### **3. Improve student learning**

We are interested in replicating our educational model once we show responsible growth and success. We will do this by collecting data on our first day of operation and will continue to do so indefinitely. This data will guide improvements to our schools.

There exists limited academic research and empirical data pertaining to RF education in Texas and worldwide. Ki Charter Academy plans to work with Texas State University to develop “best practices,” and conduct academic research for the betterment of the RF community, potentially on a global scale. We will encourage action research from all of our educational leaders, promote innovative risk-taking, and create a space for both reflection and improvement. Data-driven results will be implemented within our organization and shared with the RF community.

### **4. Create professional opportunities that will attract new teachers to public school.**

We will offer a competitive salary for all teachers who educate in this challenging environment. The success of our educational model requires the retention of quality, well-rounded educators, and we will be innovative to this end. Ki Charter Academy has identified our nation’s veterans as being excellent candidates to enrich the education community. A Veteran’s experiences with structure and discipline, paired with his or her ability to work with diverse populations, makes the veteran an outstanding candidate-for our special needs population.

### **Mission and Vision**

1. Ki Charter Academy’s shared vision is to be the premier educational provider for students who reside in Texas Residential Facilities (RFs).

Our mission is to be the best at what we do, reduce recidivism in our facilities and reintroduce these students back into their respective school systems with improved behaviors and without learning gaps.

### **Community Engagement**

2. We have solicited support from the local community, the San Marcos Treatment Center, Local Education Agencies (LEA), and Government officials who have all affirmed a need for Ki Charter Academy in San Marcos, Texas.

Ki Charter Academy has taken the following steps to affirm the community’s need for our



services:

- Met with San Marcos Mayor, Daniel Guerrero, on several occasions to gain the city's support and to collaborate on how Ki Charter Academy can better serve the San Marcos Community as well as raise awareness concerning the needs of students at the RF. In response to our meetings, the mayor stated,

"I sincerely and fully support Ki Charter Academy in their efforts of this proposed charter in San Marcos." - *San Marcos Mayor, Daniel Guerrero*

- Met regularly with Dr. Schmidt, CEO of the San Marcos Treatment Center, to discuss our educational model and how it can help increase student achievement at her facility. She has stated that there is a demand for an educational model such as ours that will prepare RF adolescents with real world application skills to better prepare them for their respective educational and career choices.
- Worked with the Texas Charter School Association (TCSA) and met monthly to produce a quality application that is aligned with the purposes of Texas Charter Schools and with the TCSA quality framework.

In order to rally support for Ki Charter Academy and educate the public on our educational model, we held a public hearing at the San Marcos Activity Center, located at 501 East Hopkins Street in San Marcos, Texas on December 16th, 2013 from 5:30-7pm. This public hearing was advertised in the San Marcos Daily Record on December 7th and 8th to give the public and interested parties adequate time to attend. The public hearing was attended by 68 community members, community leaders, and educators from San Marcos and surrounding areas. The public hearing was a success, and we allowed adequate time near the end for participants to address questions or concerns with our panel.

We chose the San Marcos Treatment Center because of our passion for working with high needs students, our proximity to the RF, and the Treatment Center's interest and support of our educational model. The San Marcos Treatment Center, San Marcos City Council, Texas State University, and San Marcos Consolidated School District (SMCISD) are resources in the community that we will work with to better serve our students.

### **Geographic Boundary**

3. Our proposed Charter School will accept students who both reside within the boundaries of SMCISD as well as adolescents who are admitted into the RF, and these adolescents arrive at the RF from all regions of the United States as well as from U.S. territories such as Puerto Rico and the Virgin Islands.

See Attachment A

See Attachment B

The student population will largely consist of children and adolescents, grades 1-12, who reside at the San Marcos Treatment Center. In addition to providing educational services for students admitted to the RF, we will serve as an alternative education campus that will assist SMCISD with providing a quality alternative placement for students whose behavioral and emotional needs supersede the capacity of the local school district.

#### **Educational Need and Anticipated Student Population**

4. Educating students who are temporarily residing at the RF presents challenges for our school, and some of these challenges include the following:

- Adolescents are usually abruptly removed from familiar surroundings and admitted into a group living situation with other special needs adolescents
- Students are diagnosed with either an intellectual disability or a psychiatric challenge that requires significant understanding and support from both mental health professionals and educators.
- Students have long histories of RF placements, and their mobility has resulted in disjointed learning experiences. It is not uncommon to see students having been bounced from school to school multiple times during the year. Many are in cycles of being removed from their homes to being placed in foster homes, requiring changes of schools. Each time there is a change, there is a potentially difficult transition period, and many times children do not get a chance to adjust before they are moved again.
- Students residing in these centers are often there because of extreme crisis in their lives. They recover at different rates and often have extreme emotional and behavioral ups and downs, so teachers must be able to not only deliver quality and seamless instruction to these students but also understand and differentiate for these variances on a daily basis.
- Students who are in the cycle of moving from school to school often do not stay long enough to earn any credit before having to move again. This cycle repeats often and complicates the academic record. This creates an academic record that is extremely difficult to patch together.

Texas RFs allow open enrollment charter schools or local traditional public schools to educate their residents. In the past, SMTC has traditionally outsourced educational services to open-enrollment charter schools. This is done through a Memorandum of Understanding (MOU), traditionally a one or two-year commitment for a state recognized educational provider to provide educational services. This short-term arrangement ensures that local education agencies (LEA) do their utmost to produce the very best educational services so that they can extend their commitment to the facility. The very nature of this relationship allows for a competitive atmosphere in which LEAs may be asked to either renew or relinquish an MOU based on performance. The San Marcos Treatment Center first had an MOU with the University of Texas Charter School District from 2007-2010 and has been with its current educational provider John H. Wood Jr. Charter School District since 2010. Ki Charter Academy recognizes that there is a scarcity of charter schools specializing in RFs, and we intend to increase educational choice to this demographic. We intend to bring to

this demographic an educational model based on Exploratory STEM and SEL Programming that, as far as research suggests, has not yet been attempted.

### **Education Plan/School Design**

5. At Ki Charter Academy we believe that although we cannot undo the past for students, we can help guide them forward with an effective and data driven educational program.

Our educational program will use Star Renaissance to assess students' Math and Reading levels. Those students needing modified curriculum to access grade level TEKS in Math and Reading will be provided Response to Intervention (RTI) programs such as READ 180/System 44, and MATH 180. Those students who need RTI in Social Studies and Science will receive inclusion supports with the assistance of a Special Education Teacher. A curriculum committee will create a Social and Emotional Learning (SEL) enriched curriculum using the Understanding by Design (UbD) model and deliver with Differentiated Instruction (DI). The union of DI and UbD has been proven to be effective in multi-age and multi-subject classrooms. The curriculum team will create formative and summative assessment strategies based on Ubd and DI research. RTI programs come with data-driven and proven assessments.

There are several educational providers that are working with the RF student population. We will be more effective and more innovative than these providers in several ways:

- All credits earned will be applied toward a student's graduation. We will not offer local credits.
  - We will be the first charter school in Texas to offer the Pitsco Education STEM Modular program to explore interest in post-secondary careers.
  - We will embed Social and Emotional Learning (SEL) across all curriculum in scope and sequence.
  - We will increase teacher and instructional assistant salaries to retain them.
6. The board members of Ki Charter Academy consist of the following professionals: Dr. Lura Davidson, Mr. Carlton Kincaid, Esq., Dr. Trinidad San Miguel, Dr. Rubén Garza, City Councilman Michael Ryan Thomason.

See Attachment C

See Attachment D

See Attachment E

## Section One - Educational Plan

### **Program Overview**

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

#### **Program Overview**

Ki Charter Academy believes the purpose of educating students who reside in residential treatment facilities (RFs) is to help children and adolescents find joy in learning and reach their highest potential. To do this, teachers must build rapport, model moral and ethical behavior, always do what is right for the student, and never give up on them. Teachers in the RF community must be a friend, confidant, protector, and guardian as well as academic facilitator. At Ki Charter Academy we do not simply want to provide educational services in the RF environment, we want to “write the book” on how to do it.

We will develop our TEKS-driven curriculum by using the Understanding by design (UbD) model advocated by Jay McTighe and Grant Wiggins (1998). Our students often demonstrate high mobility, so we believe that the UbD educational program is fitting. UbD teaches major concepts first and answers essential questions to promote relevance and rigor. The curriculum committee will create a scope and sequence of the curriculum and “backwards design” to create curriculum units, performance assessment, and classroom instruction. The curriculum team will use a template provided by McTighe and Wiggins (2004) to assist in the Backwards Design process.

Backwards Design has 3 Stages:

Stage 1: identifying the desired results of students by establishing a goal from the TEKS

State 2: Focus on evidence of learning by assessment

Stage 3: Produce learning activities that will lead student to desired results

To deliver UbD successfully with relevance and rigor in our multi-age and multi-subject classrooms, we will use Differentiated Instruction (DI). Whole group and small grouping practices are examples of Di in our challenging environment, and they will also be used to develop classroom management routines.

“Differentiated Instruction focuses on whom we teach, where we teach, and how we teach. Its primary goal is ensuring that teachers focus on processes and procedures that ensure effective learning for varied individuals.” (McTighe and Wiggins 2004).

*Source: Tomlinson, Carol A. Integrating differentiated instruction & understanding by design: connecting content and kids/Carol Ann Tomlinson and Jay McTighe. Association of Supervision and Curriculum Development, c2006*

Students admitted to a residential facility have unique educational needs that must be addressed so that they can recognize and achieve their highest potential. Often time's behaviors impede learning, and as a result significant learning gaps can accrue. To address these learning gaps our curriculum committee will provide the following Response to Intervention (RTI) remediation programs:

**SCHOLASTIC READ 180/System 44** - READ 180, the most thoroughly documented and proven program for low-achieving students; *System 44*, a foundational reading program designed for the *most* challenged readers; highly recommended Tier I supplemental instructional materials; and a consistent assessment/management system to drive accountability. These programs are the most thoroughly tested and proven solutions used in schools today, and these tools have a proven track record of success.

Originally designed for special education students, *System 44* has a proven track record of raising reading achievement for such students through direct alignments to the Response to Intervention (RTI) approach, highly engaging instructional and classroom management tools, and differentiated instruction to accelerate individual students at their own pace.

*System 44* has been endorsed by the Council of Administrators for Special Education (CASE) as an effective reading intervention solution for struggling readers in Grades 3–12+. CASE cited *System 44's* "multi-tiered, individualized, explicit" phonics instruction and confirmed that it "provides a strong base in phonemic awareness, phonics, decoding, morphology, and orthography."

Source: SCHOLASTIC

<http://read180.scholastic.com/reading-intervention-program>

**SCHOLASTIC MATH 180** – MATH 180 will address the needs of struggling students in math in preparation for the rigor of college and career algebra readiness.

*MATH 180* is a revolutionary new program for Grades 6 & up designed to address the needs of struggling students and their teachers equally in math for the rigor of college and career algebra readiness. Its instructional design uses adaptive software to provide students with personalized instruction and practice, while equipping teachers with an ecosystem of support that's comprehensive, coherent, and convenient. With *MATH 180*, struggling students develop the expertise, reasoning, and confidence to thrive in college and career math.

With a focused and coherent scope and sequence and scaffolded practice that includes Next Generation assessment item types and performance tasks, *MATH 180* ensures that older struggling students have an explicit and accelerated path to college and career readiness.

*MATH 180* was developed in collaboration with the world's leading math thinkers, researchers, and practitioners. These experts provided the deep pedagogical and content knowledge, as well

as the strong research foundation required for successful intervention and implementation. These amazing minds include: Sybilla Beckmann Ph.D., Professor of Mathematics at the University of Georgia; Deborah Ball - Ph.D., Dean, University of Michigan; Ted Hasselbring - Ed.D., Professor, Vanderbilt University; Lee Peng Yee - Ph.D., National Institute of Singapore; Freeman Hrabowski Ph.D., President, University of Maryland, Baltimore County; Wong Khoon Yoong - Ph.D., National Institute of Singapore, and many more.

Source: SCHOLASTIC

<http://teacher.scholastic.com/products/math180/program-components-student-teacher.htm>

**Pitsco STEM/CTE** – We will be the first charter school in the State of Texas to offer this exciting STEM/CTE module system. The program has been tailored to meet the needs of students that often show high mobility and will provide exploration into jobs such as engineering, biology, mathematics, and information technology. It provides engaging hands-on solutions designed to engage students in academic content positioned in real-world scenarios. Each program includes curriculum, environment, computers, and professional development. When students experience this curriculum, they develop 21st century skills, including life and career skills; information, media, and technology skills; critical thinking skills; communication skills; and collaboration skills. All of these are integrated into the curriculum in meaningful, relevant ways that reinforce the validity of the skills to the students; students use the skills in such a way that they can apply them in other situations outside of the curriculum experience.

Academic Relevance -

Curriculum components are individually aligned to academic standards. Naturally, the TEKS are a foundation of the alignment process. Alignments and correlation reports ensure that students are experiencing valid, standards-based curriculum while engaging in project-based learning.

Learning Opportunities -

Each experiential unit in a Pitsco Education environment includes real world, hands-on tasks and project-based activities. Students experience hundreds of tasks in the program, and these tasks expose students to various workplace readiness skill levels. The program prepares students to use important skills and begins demonstrating how to transfer those skills from one environment to another.

Curriculum Elements Modules -

Modules are multimedia curricula reinforced with hands-on activities. In addition to the computer-based curriculum, module workstations include required equipment, materials, reference texts, and supplies. All modules are developed to address standards in multiple subject areas such as math, science, technology, and careers. With this versatile cross-correlation in the content design, students gain additional knowledge in core subjects that broaden and strengthen their overall knowledge base beyond the focused content area.

Computer Equipment -

A Pitsco Education lab typically requires a 2:1 student-computer ratio. Additionally, each program requires a teacher laptop, a laser printer, and a server.

Environment -

The lab environment will include workstations, storage units, chairs, a storage cabinet, rectangular tables, and teacher desk with chair and storage unit.

*Source – Pitsco Education*

[http://pitsco.com/Classroom\\_Solutions/?art=6244](http://pitsco.com/Classroom_Solutions/?art=6244)

We believe that these programs serve as best practice interventions for the RF environment. Used together we are confident that they will raise student proficiencies. The interventions provide structure, teach to all learning styles, provide assessments for continual improvement and accountability, as well as use best practice instructional strategies such as Differentiated Instruction (DI). (When proven successful in the RF environment, Ki Charter Academy will look to incorporate both SCHOLASTIC READ 180/System 44, as well as MATH 180 programs into the classroom.)

Students at Ki Charter Academy are admitted to the RF for many reasons. Many of these students do not have or have not had a significant amount of parental/guardian guidance or positive influence in their lives. This often leads to undesirable behaviors and poor social skills reflected in the home environment. Discussions between the RF and Ki Charter Academy have resulted in the inclusion of SEL to enrich our TEKS-based curriculum. SEL standards will be cross-curricular, provided to the teachers with a scope and sequence, and will be taught throughout the day in all subjects. Once trained, the individual teachers will have autonomy of SEL delivery and will be responsible for implementation. The curriculum committee will create assessment measures and communicate with the assistant principals to ensure SEL is incorporated into teacher lesson planning. The format for teacher lesson planning will be approved ultimately by the Board of Directors with the assistance of the leadership team. The curriculum committee will develop frameworks from the following competencies for instructional staff to incorporate into their lessons. Every six weeks, the teacher will revisit and reflect as a whole class on these competencies.

“Social-emotional development is an important component of special education programs and the general education schools that feed them. Policy decisions should reflect an understanding of the extent to which deficiencies in the social-emotional domain are common to many students receiving special education services, especially those with Asperger’s Syndrome Disorder (ASD) and Emotionally Disturbed (ED) classifications. This suggests the need for explicit instruction and supports regarding these skills before students reach a special education program; and the importance of this only accelerates after they are placed. Additionally, the needs of special education students require added intensity, coordination, and consistency in social-emotional skills development efforts.” (Adams.D 2013)

*References:*

*Adams, D. (2013). The application of social-emotional learning principles to a special education environment. KEDI Journal Of Educational Policy, 103-118.*

“A meta-analysis of research on the effects of SEL initiatives reveals that students receiving such instruction earn higher grades and perform better on standardized tests (11 percentile points higher than students in control groups).” (Marchesi, A.G.,Cook, K.,&ICF,I. 2012)

*References:*

*Marchesi, A. G., Cook, K., & ICF, I. (2012). Social and Emotional Learning as a Catalyst for Academic Excellence. White Paper. ICF International.*

**SEL competencies**

Self-awareness –

The ability to accurately recognize one’s emotions and thoughts and their influence on behavior. This includes accurately assessing one’s strengths and limitations and possessing a well-grounded sense of confidence and optimism.

Self-management –

The ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself and setting and working toward achieving personal and academic goals.

Social awareness –

The ability to take the perspective of and empathize with others from diverse backgrounds and cultures; to understand social and ethical norms for behavior; and to recognize family, school, and community resources and supports.

Relationship skills -

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating consistently, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

Responsible decision making –

The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

*Source: Casel*

*<http://casel.org/social-and-emotional-learning/core-competencies>*

Our educational value system brings a commitment to the inclusion of all students regardless of race, color, natural origin, culture, ethnicity, class, sex or disability. Every student is entitled to a quality education no matter what circumstances brought him or her to our unique environment.



Source: Texas Education Agency

<http://www.tea.state.tx.us/index2.aspx?id=6579>

In order to support our educational value system, we are committed to the following:

- Forming a partnership with Texas State University that will aid in our efforts to connect and deliver a rigorous, relevant, and evolving curriculum. Ki Charter Academy is excited about this resource and believes that it is a great opportunity for community engagement. We would like to offer our charter school to the university for student teaching Internships, as well as administrative training and internships. Because research and data pertaining to RF education is limited, Ki Charter Academy will work with the University in conducting research to share with the academic community to drive best practices. We also believe that the university's education department, sociology department, and psychology department will be especially helpful in providing professional development opportunities for our staff.
- Work in collaboration with San Marcos Consolidated Independent School District (SMCISD) to share resources, provide community supports, and discuss the possibility of common assessments.
- Using varied and meaningful formative assessments largely based on problem solving and critical thinking. Examples include benchmark testing, state testing, as well as individual and campus-wide surveys and reflections.
- Our instructional strategies will include differentiated instruction, individualized instruction, and include problem-based learning when possible. 21<sup>st</sup> Century technological advancements such as SMART boards, projectors, iPODs, and student computers will complement our multi-age and multi-subject classrooms. The SCHOLASTIC READ 180/System 44 and MATH 180 programs are iPAD compatible. We will consider using this tool if proven safe and successful in this environment. Students learn, review, and accelerate based upon identified learning needs in multi-age and multi-subject classrooms.

### Curriculum and Instructional Design

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

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

**OR**

- b. If the curriculum is not already developed, provide as **Attachment E.1** a curriculum development plan, including identification of individuals responsible and the timeline for development and completion, including review to ensure alignment with the TEKS.

3. Describe the primary instructional strategies that the school will expect teachers to use and why they are well suited for the anticipated student population. Describe the methods and systems teachers will have for providing differentiated instruction to meet the needs of all students.

### **Curriculum and Instruction Design**

1. Ki Charter Academy will accept students who both reside within the boundaries of the San Marcos Consolidated Independent School District (SMCISD) as well as adolescents who are admitted into the RF. This poses a unique situation in which there may be two types of student populations attending our school. In the 74 years of the RF's existence a parent who resides in the SMCISD geographical boundary has never requested that his or her child or adolescent be educated in this environment. Despite this fact, we are prepared to educate both populations in the event this does occur. Our curriculum and instructional design is the same for both children and adolescents who reside within the RF and those who do not.

Adolescents who reside at the RF are kept in specific cohort groups who are cognitively and diagnostically aligned and have similar behaviors. The groups are often referred to as "units" or adolescents who reside in a "living dormitory" together. This arrangement is often required for insurance purposes or identified by RF staff to ensure a safe environment for all. The RF mandates the learning cohort groupings and parameters. Ki Charter Academy will follow the RF mandated learning cohort groupings in its classrooms and provide the very best learning environment possible for each cohort. This learning environment often involves a multi-age, multi-subject classroom. The majority of instruction is direct teach, small group and whole group with opportunities for independent study available for students who are identified as being Gifted and Talented (GT). The teacher and/or instructional assistant provide supports for these students. Although our student cohorts will be grouped by disability, cognitive development, and diagnosis (per facility), class size will never exceed a 20:1 student to teacher ratio. Classrooms will consist of a highly qualified teacher, an instructional assistant, and one or more RF facility staff. Ki Charter Academy will train staff on how to interact in the learning environment with minimal distractions. This is imperative to maximize instructional time and increase student achievement. RF staff will assist teachers and instructional assistants by monitoring student interactions, modeling positive behavior, and providing positive feedback and encouragement. The RF mandates a 5:1 adolescent to adult ratio, which includes teachers, instructional assistants and facility staff. Ki Charter Academy will honor this ratio as it is mandated by state licensing authorities. However, this smaller ratio helps the learning environment by allowing maximum rapport with instructional staff in a safe learning environment.

2. Upon admission to school, students will participate in STAR Renaissance math and reading testing so that we can tailor instruction to the individual student and identify any gaps in learning that need to be overcome. We will offer TEKS-aligned SCHOLASTIC READ 180/System44 and MATH 180 intervention programs to help close learning gaps. The READ

180/System 44 program will accelerate growth in literacy to prepare all students to be college and career ready. It will support the Tier-3 beginning reader student, as well as Tier 2 students who are one or more years below grade level proficiency. The program can also be applicable to struggling Tier -1 students. The MATH 180 program will address the needs of struggling students in math for the rigor of college and career algebra readiness.

Instructional assistants help teachers provide the very best instruction possible to meet the needs of our students in the classroom setting. Students who are in need of modified curriculum in math and English Language Arts (ELA) will be enrolled in the SCHOLASTIC READ 180/System 44 and MATH 180 resource classroom settings, while students who require modified curriculum in social studies and science will receive supports in an inclusion setting with a certified special education teacher assisting them. Our curriculum team will work diligently with our modified social studies and science teachers to support them by providing a modified curriculum to close learning gaps

The average stay of a resident at the San Marcos Treatment Center (SMTC) during the (2013-2014) school year was 115 days. This short duration makes STEM programming challenging; however, we believe that a STEM/CTE exploratory program with customized 3-6 week modules will help bring enthusiasm and excitement to the learning environment for these adolescents. To this end, Ki Charter Academy has partnered with Pitsco curriculum to provide students in grades 8-12 with a STEM/CTE lab.

Our target students typically have low attention spans due to their diagnoses and cognitive abilities, and they have difficulty concentrating and sitting in class for an entire day. These students often take a range of medications three times a day and as a result have difficulty focusing fully on traditional assignments involving seatwork. The customized integrated exploratory STEM/CTE lab we offer will provide students with a much needed break from the traditional classroom. The lab will provide the following alternatives:

Using the Pitsco module system, students will explore STEM/CTE disciplines in an innovative hands-on style of learning. Students will be exposed to these concepts in real world applications, and lab modules will focus on the following concepts:

#### *Applied Physics*

In the Applied Physics Module, students learn about the forces of nature they must control and learn to live with to make their lives more enjoyable. Using an air track, students learn the laws of inertia, study energy transfer, and calculate the velocity of air track cars by using a photo-gate timer. Students study data transmission using a laser. They also learn about radio waves, light, and heat and conduct experiments relating to mathematics.

#### *Biotechnology*

In the Biotechnology Module, students briefly explore the past, present, and future of biotechnology. Through hands-on activities, computer simulations, and laboratory experiments, they investigate the structure of the DNA molecule and learn how it can be

changed through genetic engineering, including recombinant DNA, gene splicing, and transgenic biotechnology. They consider some implications of using biotechnology in medicine, agriculture, and other fields.

### *Engineering Towers*

Students utilize math, physics, and problem-solving skills in the Engineering Towers Module. They are given this challenge: build a tower that holds more weight than the towers built by their classmates. Designing, building, and testing a tower comprise the activity base in this Module. Using engineering techniques and video segments, students learn the skills necessary to facilitate construction and evaluation of a tower.

### *Lights and Lasers*

In the Light & Lasers Module, students explore aspects of light and lasers and see how this technology can be used. Students use geometric concepts to divide and reflect a laser beam along a path and to create a security system utilizing the beam. Light is explored and manipulated through experiments that use lenses, prisms, filters, and intensity meters. The data from these experiments is analyzed and interpreted to provide a clear picture of the nature of light.

### *Plastics & Polymers*

In the Plastics & Polymers Module, students explore several types of polymers, including plastics. Students explore the basic concepts of atoms, molecules, and compounds. This enables students to better understand the properties of the plastics and polymers they create and manipulate. Students create, mold, recycle, and form various polymers. These activities provide a better understanding of the feasibility and limitations of these materials.

### *Research & Design*

In the Research & Design Module, student's design, manufacture, and race a model CO<sub>2</sub>-powered dragster car. Students design their car to meet certain specifications and limitations so that it qualifies as a legal car on race day. They learn the concepts and terms in the design process as well as gain an understanding of lift and drag on an object. After they finish their car, students test it in several ways and predict its performance.

### *Robotics*

In the Robotics Module, students learn about the fascinating role that robots play in their lives. More and more, this technology is helping to improve the way we live and manufacture items. Students learn how to operate, program, and use robots in different environments. Initially, each student learns to manipulate the robot and program it to conduct repeatable tasks. Ultimately, they operate a robot located in a remote location away from direct view via a televised image of the work task.

### *Rocket Science*

In the Rocket Science Module, students learn about the scientific principles of flight,

propulsion, and aerodynamics. Newton's laws of motion are introduced and explained in practical terms. The history of rocket science is an important concept in understanding the development of rockets and is presented during this Module. Students construct a water-fueled Stratoblaster® rocket and launch it as a culminating activity.

### *Simple Machines*

In the Simple Machines Module, students explore how work, force, energy, and machines make moving objects easier through the use of the computer and hands-on activities. They use variables and equations to describe the principles of simple machines. Students use the information they learn about simple machines to design a compound machine that moves an object.

This Pitsco curriculum has worked across the country for the RF and Juvenile Detention Center (JDC) population, and we are excited to be the first charter school in Texas to provide this innovative curriculum. Our rationale for including the Pitsco curriculum is in part affirmed in the following quotes from the Pitsco website.

*Yet the education programs at the state's Youth Development Centers (YDCs) – long-term facilities for the most hardened juvenile offenders – are expected, like any other public schools, to meet annual yearly progress (AYP) and turn out students who meet state academic standards as part of their rehabilitation efforts.*

*That's how DOJDP Director of Special Projects and Technology Mia Murphy came to recommend that the Pitsco Education Module program be installed at Samarkand YDC. The Modules' unique approach to learning through hands-on, career-focused curriculum that also meets state standards quickly caught on.*

*Three years later, when curriculum was needed for several new YDCs, the department recognized the Modules' success at Samarkand and opted to implement them in all nine of the state's YDCs.*

*"The Modules were looked at as kind of a carrot. Students had to make sure their behavior was a certain way if they wanted to do this," Murphy said. "There are certain Modules everyone wants to get to, so this is also a motivator."*

### **The success of the PITSCO Curriculum with the Special Needs population has also been well documented**

*Chris Wilmoth, the literacy coach at Swannanoa Valley YDC and a trained facilitator of the Module program, has worked in the system for nearly a decade. "These kids tend to learn a little bit differently. We need to remember that and think about that," he said. "It is the age but also the issues of ADHD (attention deficit hyperactivity disorder) and ADD (attention deficit disorder) – those things like that too."*

*The former director at Samarkand when Modules were first employed there, Donald Burns now directs the Chatham YDC. He says the Module program is effective with an unusually high percentage of YDC residents.*

*"I think for the vast majority, more than 80 percent of our kids, a lightbulb comes on," Burns said. "I think that's a real high percentage based on our population because so many of our kids are ECs (exceptional children) and have learning disabilities."*

*When such normally difficult-to-reach students become interested and engaged in learning, success and self-confidence soon follow.*

Source: Pitsco Curriculum

[http://www.pitsco.com/Classroom\\_Solutions/?tree=11&art=3059](http://www.pitsco.com/Classroom_Solutions/?tree=11&art=3059)

In addition to the STAR assessments, TEKS-aligned SCHOLASTIC intervention programs, and Pitsco exploratory STEM/CTE programming, we will provide each student a brief (10-15 questions) Learning Styles Inventory (LSI) questionnaire to ascertain individual learning styles. (This will assist the teacher in methods of delivery when facilitating mainstream classroom instruction. The intervention programs inherently provide opportunities for instruction in all three learning styles, kinesthetic, visual and auditory.)

- 2a. Not Applicable. The curriculum is not already developed.
- 2b. See Attachment E.1
3. The dynamic learning environment at an RF calls for multi-age and multidisciplinary classrooms. The decision to combine grades is necessary, and we have to ensure that our teachers and instructional staff have the resources and professional development (PD) to be successful in a multi-age and multidisciplinary classroom. Six key instructional dimensions affecting successful multi-age teaching have been identified from multi-grade classroom research (Miller, 1991). We will provide professional development and resources to address these six dimensions:
  - Classroom organization
  - Classroom management and discipline
  - Instructional organization and curriculum
  - Instructional delivery and grouping
  - Self-directed learning
  - Peer tutoring

We will use instructional grouping practices to deliver Differentiated Instruction. An example of this would be the teacher emphasizing a common student similarity (i.e. reading

lexile level) and teaching this group, while the instructional assistant guides the learning of another group.

Whole group instruction in a multi-age classroom is different than the traditional single-age classroom. Our teachers will use whole group instruction differently by providing whole group instruction around open task activities, thus engaging all students. An example of this would be the teacher providing whole group instruction on how to create a “personal time-line” and the students from all grades can discuss their different perspectives and experiences while they create a “personal time-line.”

*Source:*

*ED335178 1991-05-00 Teaching and Learning in the Multigrade Classroom: Student Performance and Instructional Routines. ERIC Digest.*

[www.eric.ed.gov](http://www.eric.ed.gov)

Ki Charter Academy will serve a large amount of students who have the diagnosis of severe Attention Deficit Hyperactive Disorder (ADHD). These students are tactile and kinesthetic learners and often perform better with manipulates and hands on demonstrations. Our READ 180/System 44, MATH 180, and PITSCSO STEM/CTE programing was specifically brought together to provide a structured, visual, tactile, and kinesthetic learning environment. The READ 180/System 44 and MATH 180 intervention programs are compatible with iPADS. If the application can be proven safe and successful in the RF setting, we will use this tool. Ki Charter Academy will utilize the latest in SMART board technology in each classroom. This interactive board is a tool that is designed for the 21<sup>st</sup> century learner and will help ensure that teachers and instructional assistants as well as students can actively engage in instruction, for this is also an excellent tool for the kinesthetic and visual learner.

### **Student Performance Standards**

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

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

### **Student Performance Standards**

1. Each summer a curriculum committee consisting of teachers, instructional assistants, administrators, and a member of the Board of Directors will meet to plan and develop the school's curriculum outside of the intervention systems. All curriculum, classroom instruction, and assessments will be aligned with the TEKS and include a scope and sequence of Social and Emotional Learning (SEL). The data-driven Response to Intervention (RTI) programs, SCHOLASTIC READ 180/System 44, MATH 180 and PITSCO exploratory STEM/CTE programs, are also aligned with the TEKS.
2. Ki Charter Academy will not adopt or develop additional academic standards beyond the TEKS.
3. Ki Charter Academy understands the significance of appropriate grade level placement. Our students are grouped and attend classes based on their diagnoses in a multi-age and multi-subject classroom setting; however, we ensure all students obtain personal graduation plans tailored to each student, and these personal graduation plans will follow the student to their next educational placement.

Elementary and middle school students will not be promoted mid-year. These students will be promoted at the end of the school year if grade level content is mastered. High school students will be promoted to the next grade level at any time they complete the required number of credits and appropriate testing.

Children and adolescents who are admitted to an RF have often transferred from school-to-school and placement-to-placement many times in the past. This can disrupt the education process. It is imperative that we promote students when they demonstrate mastery of relevant grade level content as this will ensure they do not lose credits or fall behind when transitioning to their next placement.

High School students will be promoted mid-year to the next grade level upon completion of the appropriate credits earned i.e. 11.5 credits needed to become a sophomore, 18.5 to move to a junior, and 19 to become a senior. This allows students to keep up or, in most cases, catch up to grade level. When a student is promoted mid-year, it will instill a sense of pride and accomplishment that will motivate them to excel when they transition back to their home schools, and it is imperative we create seamless transition to their next placement.

9<sup>th</sup> graders who enter school in 2014-2015 will follow the foundation plan. Grades 9-11 entering school before 2014-2015 will finish on the minimum recommended or distinguished plan unless they elect to choose graduation under the foundation plan.

Promotion to higher-grade levels and graduations will be communicated to parents or guardians through face-to-face meetings, letters, email, and telephone communication.



Promotion and graduation requirements will be communicated to students and parents or guardians during the intake process, by telephone communications, and electronically.

4. See Attachment E.2

### Student Performance Assessment

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

### Student Performance Assessment

1. Ki Charter Academy will use the following methods to determine baseline achievement levels. Upon admission into our school, each student will be assessed using the STAR Renaissance program. This program will assess students in math, reading and literacy. This assessment will also be conducted each semester to track progression/regression. Other methods of measurements will include teacher observations and student self-assessments. It is important that different lenses are used when conducting observations, including the lens of the student. It is quite often that students are not included in the formula of assessing their own education. Students will be given a self-assessment form so that they are part of the performance assessment process.

Students will take the following state assessments as indicated by the grade level.

#### **State Testing- State of Texas Assessments of Academic Readiness (STAAR)**

##### **Elementary School**

3rd grade Math and Reading  
4<sup>th</sup> grade Math, Reading and Writing  
5<sup>th</sup> grade Math, Reading and Science

##### **Middle School**

6<sup>th</sup> grade Math and Reading  
7<sup>th</sup> grade Math, Reading and Writing  
8<sup>th</sup> grade Math, Reading, Social Studies and Science

##### **High School**

English 1 (reading and writing)  
English 2 (reading and writing)  
Algebra 1  
Biology  
US History

##### **Special Population**

STAAR Modified not available 2015-2016 (TBD)  
STAAR Alternative (Low Incidence Disabilities)  
STAAR L (Linguistic Accommodated)

Passing the End of Course Exams is required for graduation

2. Benchmarks will be developed by the curriculum committee. These benchmarks will prepare students for appropriate state testing and will serve as an important tool in developing a needs assessment and in gathering data. No more than two benchmarks will be given to each student during the course of the year unless deemed in the Annual Review and Dismissal (ARD) process.
3. Ki Charter Academy's leadership team will meet twice each semester to measure and evaluate academic progress. The meetings will provide the team with the ability to foster new ideas, implement decisions, maintain and refine programs, and review progress and regression of the campus professional program. The team will be provided with an assigned time to meet in order to coordinate, make necessary changes, review similar professional plans from schools in the district, and answer questions from all stakeholders. A parent/guardian representative will attend each meeting. Stakeholders will be kept up to date and informed through a campus website, letters sent home, newsletters, and meetings. Department meetings and faculty meetings will be conducted to disseminate essential information to staff.

An intake and discharge survey will be used to gather data and determine whether Ki Charter Academy is fulfilling its school mission and vision.

The curriculum committee will assess, evaluate, interpret, and apply data to validate effectiveness or suggest improvements that can be created through the professional development (PD) plan. Dismissal or withdrawal of programs may take place if regression is seen. Data will be shared with all stakeholders beyond the curriculum committee. Stakeholders will receive a condensed form of the report highlighting major points, ideas, changes, and proposals for year two and three of the professional development program. Stakeholders will also be afforded the opportunity to fill out a feedback survey on any issues that may be addressed.

Ki Charter Academy's plans for summative evaluations will be to keep records of parental/guardian involvement, phone logs, and sign-in-sheets. Surveys will also be given to students, parents/guardians, and staff regarding the school climate. Ki Charter Academy's summative evaluation questions will ask the same questions that we ask of our staff and the following questions will address the overall effectiveness of the professional development plan for year one:

- To what extent are the school-wide student learning objectives
- To what extent are the school process objectives being met?

Summative first year student climate surveys, parent surveys, and staff climate surveys will

be collected to measure the success of the program. Data gathering methods that will be used to measure the program's success will include student achievement test results (AEIS). Tabulation of surveys and disaggregation of student achievement will be used to analyze data.

#### **Pre K Transition (Prekindergarten Only)**

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

#### **Prekindergarten**

1. Not applicable. Ki Charter Academy will not serve students in Prekindergarten. We will serve students in grades 1-12.
2. Not applicable. Ki Charter Academy will not serve students in Prekindergarten. We will serve students in grades 1-12.

#### **High School Graduation Requirements (High School Only)**

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

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

#### **High School Graduation Requirements**

1. Ki Charter Academy will ensure all personal graduation plans are in compliance with the Texas Foundation High School Program graduation requirements. These graduation plans will follow students to their next placement. Students will earn credit hours based on attendance and satisfactory completion of course work. Grade point averages will be calculated on a 4.0 scale, encompassing all courses taken from 9-12 grades. Electives that will be offered include Physical Education; Spanish I, II, III, and IV; Art I, II, III; Concepts of Engineering; Interpersonal Studies; Communications Applications; and Health. We will also offer any electives students may need in order to complete partial credits through the Texas Virtual School Network and Edmentum educational software platform.
2. The Graduation requirements will ensure student readiness for college and post-secondary opportunities by offering a rigorous core curriculum that covers the TEKS and also provides exposure to various career opportunities. Our innovative exploratory STEM/CTE lab will help students explore a wide variety of STEM/CTE opportunities. The assistant principals

(AP) and two Licensed Specialists in School Psychology (LSSP) will address the importance of postsecondary education with all students at the beginning of the school year or upon enrollment mid-year. They will collaborate with teachers and students in order to create appropriate goals tailored to the individual student in order to better inform, educate, and prepare students for postsecondary education. Formative reflection will take place mid-year, end of the year, and during out-processing from the RF to revisit the goals that were created. The Career and Technology teacher (CTE) will meet with students to address the importance of career exploration. The career specialist will develop specific career goals that will be explored in the STEM/CTE laboratory. These goals will be revisited to determine if the student needs new or modified goals and will be incorporated in each student's education plan. Personal graduation plans will be created by the APs and the students in a collaborative effort to determine the best path for the student to be successful. Throughout the course of the year, assessments will be conducted to monitor each student's math and reading levels through the STAR Renaissance program.

3. Students who attend Ki Charter Academy are categorized as being at-risk of academic failure and dropping out. During their stay at the RF, students' attendance is a mandatory part of their treatment and school attendance is supervised by RF staff. This micro management by RF staff ensures that the majority of students will not dropout during their time with Ki Charter Academy. Education is a non-negotiable requirement at the RF. The challenge facing our school is providing an education that will help influence this high-needs population to avoid dropping out of school after reaching their next placement. The first way to do this is to close learning gaps for these students. Our READ 180/system 44 and MATH 180 intervention programs will raise reading lexile levels and math cognition so that frustrated students will not be embarrassed in school. They will gain confidence and build a sense of pride in their performance. We have also partnered with PITSCO Education to provide a wow factor, a unique and fun educational experience to help prevent this scenario and expose students to various post-secondary career options. We will encourage students to become lifelong learners by exposing them to interesting and viable career options. A significant portion of students admitted into an RF setting have extrinsic challenges that may supersede their need to seek post-secondary education. We will prepare these adolescents for all aspects of life, to include post-secondary education and post-secondary readiness such as career readiness. This educational model is designed to assist these adolescents in providing them with opportunities to reach their highest potential and become active citizens in their respective communities.

Traditionally the math and science end of course (EOC) exams are the most challenging for students to pass, and passing the EOC exam is one of three key components to graduate; credits and attendance are the other two, so it is imperative we close learning gaps in the math and science areas. Ki Charter Academy will provide MATH 180 and an exposure to STEM/CTE for our students to have a greater chance in overcoming this obstacle.

### Supplemental Programming

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

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

### **Supplemental Programming**

1. The RF has asked Ki Charter Academy to provide summer school for its residents beginning on the first Monday after the last day of the regular school session (June 6, 2016). The duration of summer school will be 6 weeks and will run from 8:00am-12:00pm for remediation, recovery of credits, credit acceleration, as well as sustaining learned information to avoid regression. Many students enter the RF mid-year and begin educational services mid-year. For this reason summer school is an excellent way for these students to catch up while peers are receiving remediation and credit acceleration. Ki Charter Academy anticipates that an instructional staff of 16 (8 Teachers, 8 instructional assistants) will be required to adequately provide educational services during this time. All resources available to increase student achievement during the regular school year will be available during summer school. Differentiation of instruction and best practice of instructional strategies will continue to be used to overcome classroom challenges. State funding is available for only 180 instructional days. Ki Charter Academy is responsible for any funding that is used after the 180 school days. Teachers will be paid \$25 per hour and instructional assistants \$15 per hour. Lessons will be constructed by teachers and implemented by a teacher or instructional assistant.
2. Ki Charter Academy will not offer extra-curricular activities. In the event that we enroll a large amount of non-residents who live within the SMCISD geographical boundary we will consider a partnership with the local San Marcos Activity Center to provide extra-curricular activities. To compensate for not offering extra-curricular activities, we will incorporate Social and Emotional Learning (SEL) into our curriculum to effectively support our students’ therapies, and enrich their treatment.
3. SEL will be an integral part of our TEKS-based curriculum. The six competencies mentioned in the Program Overview of this application will be embedded throughout to support student mental and emotional health throughout the school year.

Credit recovery is an important part of our educational model. Adolescents from all over

the country and certain parts of the world are admitted to the RF with severe gaps in their education due to their traveling from placement to placement and school to school.

The following are examples of former RF students with severe gaps in their education:

- A 17 year old student from Washington D.C. with 1.5 credits. Student hasn't been in school in 4 years and is not enrolled in a General Education Development (GED) program.
  - A 16-year-old student from Puerto Rico in the 8<sup>th</sup> grade. Student reads at a 1<sup>st</sup> grade level in Spanish with no English reading knowledge or comprehension.
4. Ki Charter Academy will use the Edmentum Educational Software and Texas Virtual School Network to assist in recovering credit in a self-paced inclusion program. These programs are designed to catch students up and assist the teacher in trying to close any learning gaps that they may have. Teachers with the assistance of the instructional assistants will monitor the progress of each student closely and grade appropriately. Students will also have the option to take Credit by Exams (CBE) through the Texas Tech CBE.

Ki Charter Academy will individualize each student's learning by tailoring his or her educational plans to address identified learning needs in order to maximize the educational experience. We will not place students in a generic factory system that has no benefit to them. When a student enrolls at Ki Charter Academy, registrars request records from the student's prior educational setting. This is often challenging as in most cases the students arrive at our school from out of state from hospitals, and from other treatment facilities. The registrars and APs will speak with the student upon enrollment as well as upon receiving educational transcripts in order to correctly place them where they best fit to ensure learning progress.

Tutoring will be offered to all students to increase student achievement and provide educational supports before or after school. Tutoring will be offered to all students, and will be provided by a teacher or an instructional assistant outside the regular school day. This could include the weekend to maximize instruction. Teachers will be paid \$25 per hour and instructional assistants \$15 per hour. Lessons will be constructed by teachers and implemented by a teacher or instructional assistant.

### Special Populations and At-Risk Students

1. Describe the overall plan to serve students with special needs, including but not limited to students with Individualized Education Programs (IEPs) or Section 504 plans; students receiving BE or ESL services; students identified as Gifted and Talented (GT); and students at risk of academic failure or dropping out. Identify the special populations and at-risk groups that the school expects to serve, including an explanation of how those projections were developed (e.g. through data related to a specifically targeted school or neighborhood or more generalized analysis of the population to be served). Discuss how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of students.

2. Explain more specifically how you will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies, and supports you will provide, including the following:
  - a. Methods for identifying students with special education needs (and avoiding misidentification);
  - b. Specific instructional programs, practices, and strategies the school will employ to provide a continuum of services; ensure students' access to the general education curriculum; and ensure academic success for students with special education needs;
  - c. Plans for monitoring and evaluating the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student's goals as set forth in the IEP;
  - d. Plans for promoting graduation for students with special education needs (high schools only); and
  - e. Plans to have qualified staffing adequate for the anticipated special needs population.
3. Explain how the school will meet the needs of students requiring BE or ESL services, including the following:
  - a. Methods for identifying these students (and avoiding misidentification);
  - b. Specific BE/ESL instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students;
  - c. Plans for monitoring and evaluating the progress and success of these students, including exiting students from BE/ESL services; and
  - d. Means for providing qualified staffing for these students.
4. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports the school will provide for these students.
5. Explain how the school will identify and meet the needs of intellectually gifted students, including the following:
  - a. Specific evidence-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities;
  - b. Plans for monitoring and evaluating the progress and success of intellectually gifted students; and
  - c. Means for providing qualified staffing for intellectually gifted students.

***NOTE: Schools are responsible for hiring teachers certified to serve students with special education, bilingual education (BE) and English as a Second Language (ESL) needs pursuant to law.***

***NOTE: 19 Texas Administrative Code (TAC) Chapter 89. Adaptations for Special Populations. Subchapter BB. Commissioner's Rules Concerning the State Plan for Educating English Language Learners (ELLs) states that all school districts that are required to provide bilingual education and/or English as a second language (ESL) programs establish and operate a Language Proficiency Assessment Committee (LPAC).***

### **Special Population and At-Risk Students**

1. Students who attend Ki Charter Academy are admitted to the Residential Facility (RF) to receive therapeutic treatment. Historically, approximately 70% of this population receives special education services during a given year, and the average length of stay is 115 days (2013-2014). All of our students are categorized as being at risk of academic failure and dropping out. These two factors can make the identification of special needs challenging. We are mindful of this and will identify students that previously received special education

services within 10 days of enrollment. This will be constituted through an initial individual education plan meeting. For those students who have received special education services at their previous school district, we will mirror services and supports for the entire time the student is at our charter school. Following the initial (IEP) meeting, during the initial 30 days our instructional staff will collect data on levels of academic achievement, goals, supplementary aides, extent of non-participation, and progress towards annual goals. Within these 30 days an Individualized Educational Plan (IEP) meeting will be held to develop the students IEP. The team will consist of a general education teacher, special education teacher, administrator, licensed specialist in school psychology (LSSP), parent/guardian, and child (when appropriate). Students who receive 504 services in their previous district will also have their services matched. We will work with these students on an individual basis by monitoring and tracking their classes daily. School personnel will monitor student progress in all academic areas. Data will be reviewed and analyzed to ascertain appropriate services and accommodations needed for the student to be successful within the curriculum. Students identified as Gifted and Talented (GT) will be provided opportunities throughout the day to work on high rigor assignments and projects, as well as computer-based accelerated instruction. Ki Charter Academy will educate students using a blend of audio, visual and kinesthetic learning styles to ensure specific needs are served and will provide additional supports through the use of intimate, individualized, and tailored instruction. English as second language (ELL) students will be taught by teachers who are ESL certified, and they will participate in the Texas English Language Assessment System (TELPAS) yearly to monitor their growth.

2. The majority, if not all, of the students who attend our school will be residents at the RF. 74 years of longitudinal data suggests that 100% of our students will be residents at the RF. During the initial screening and admittance process into the RF, and enrollment into our school we will identify the need for special education by reviewing educational records and contacting the previous school.

Students identified as LID (low incidence disability) are defined by IDEA (Individuals with Disabilities Education Act) as having:

- A visual or hearing impairment or simultaneous visual and hearing impairments
- A significant cognitive impairment; or
- Any impairment for which a small number of personnel with highly specialized skills and knowledge are needed in order for children with that impairment to receive early intervention services or a free appropriate public education
- Physical and other impairment, autism, severe and multiple disabilities

Ki Charter Academy will provide a classroom geared towards students that are identified as low incidence disability (LID). Students in the LID classroom stay in that classroom throughout the instructional day. This allows them to develop a positive rapport with the teacher and instructional assistant. Ki Charter Academy will utilize Functional Academic



Curriculum for Exceptional Students (FACES). This curriculum is comprised of six modules that include:

- Personal Health
- Social Studies
- Vocational
- Science
- Functional Math
- Language Arts

These modules are color coded to delineate elementary, middle and high school. The social emotional learning that Ki Charter Academy fosters will be embedded in the entire curriculum. Field trips will be taken to nearby libraries, grocery stores, bus stations and more to demonstrate real world predictable events.

Students will be monitored formatively through observations, meeting individual education plan (IEP) goals, completed work and reflections. LID students will take the STAAR Alternative test.

Source: Region Three Education Service Center

<http://sww.esc3.net/site/Default.aspx?PageID=201>

- a. Upon enrollment, every student will be monitored through the Response to Intervention (RTI) process to evaluate what level of support he or she needs, whether it is for academic or behavioral issues. Students' needs, behavior, and academic progress will be monitored, recorded and analyzed in order for them to receive specialized services. Students will be monitored to see if they meet 504 requirements. Referrals made based on student's needs, and eligibilities for 504 will be determined and evaluated from previous records upon enrollment. Monitoring of a student's response to the RTI process, documentation of current levels, ability and progress of intervention will be consistent. Students' parents/guardians will be contacted regularly during the process and notified of the schools recommendation to refer students for special education testing. Once consent is received from parents to allow testing, special education staff will begin the full individual evaluation to review and determine if a student qualifies for special education services. Special education staff will take great care to review all previous education records, observe student behavior, and conduct testing throughout the process. Students who receive special education services will be provided additional support in class, either through inclusion support in social studies and science, or resource classes for English and math. To prevent under, over, and late identification or misidentification, Ki Charter Academy will provide RTI for struggling students, and LSSPs will use a dual discrepancy consistency model to evaluate each student.
- b. Ki Charter Academy will provide a continuum of services to ensure student success. Students identified to receive accommodations will receive them in the general education setting. Students who are in need of modified curriculum in math and English Language Arts (ELA) will be educated in a resource classroom setting. We will address the needs of these

students by providing structured and data-driven intervention programs to close learning gaps and increase student achievement. These TEKS-aligned intervention programs are SCHOLASTIC READ 180/System 44 and MATH 180. The SCHOLASTIC READ 180/System 44 intervention programs will assist students with learning disabilities in basic reading, reading fluency, and reading comprehension. Students will be able to work in a whole group setting, small group setting, independent reading based on reading lexile levels, and on the computer to help improve their reading abilities

- c. Students who are in need of modified curriculum in social studies and science will be educated in an inclusive setting with a certified special education teacher assisting them. All students receiving special education services will have their progress monitored weekly with school staff meetings to review behavior and academic progress that they are making during the week. Progress reports concerning students IEP goals and objectives will be sent home with the student's report cards every six weeks.
  - d. Students will be given appropriate accommodations and modifications to ensure success in the classroom, and goals will be monitored yearly for achieving their academic IEP goals with care given to their need for earning credits toward high school graduation. Students will have a graduation Annual Review and Dismissal (ARD) prior to graduation to ensure that all appropriate goals and objectives have been met.
  - e. Ki Charter Academy will ensure that all 19 teachers will be special education certified, as well as provide continuous special education professional development (PD).
3. Ki Charter Academy will hire two Licensed Specialists in School Psychology (LSSP) to evaluate students. It is our charge to make sure students' full and individualized evaluations are within compliance, and if they are not, our LSSPs will re-evaluate our based upon best practices.
- a. Students will be correctly identified as bilingual education (BE) and English as a second language (ESL) through the Home Language Survey.
  - b. To assist with students who are BE and ESL, Ki Charter Academy will provide individual support in students' through a sheltered ESL program. This program will deliver grade level subject matter in a way that is accessible to all learners. This will be done by using strategies such as visual directions to provide structure, scaffolding, color-coding, visual images, and role-play. Students identified as English Language Learners (ELL) will take the required Texas English Language Proficiency Assessment System (TELPAS) test that demonstrates their progress in learning English. A Language Proficiency Assessment Committee (LPAC) committee will meet every 20 school days to identify, monitor and evaluate ELL respective goals. English Language Proficiency Standards (ELPS) will be utilized to teach listening, speaking, reading and writing standards. TELPAS results will be utilized to set reliable and measurable goals for ELL students.

- c. ELL students will be monitored and evaluated by administrators and registrars, reviewing their respective transcripts. Upon verification of the student's home language survey, the LPAC committee will review measured goals for each student in order for them to be successful in each classroom. ELL students will take the Texas English Language Proficiency Assessment System (TELPAS ) each year in order to demonstrate and analyze growth in Listening, speaking, reading and writing. Students will be exited as an ELL student on the basis of passing to advanced/advanced high on the TELPAS test and passing the appropriate STAAR test. Learning goals will be established through TELPAS result to inform instruction and planning.
- d. Ki Charter Academy will hire at least fifty percent of its instructional staff already special education certified and will ensure that the remainder of teachers will be special education certified within one year of hire. We will also ensure that ESL teachers will educate ELL students. All resource teachers will require special education certification as a condition of employment.
4. Students who are performing below grade level will be monitored weekly. Special care will be given to provide additional one-on-one tutoring to close learning gaps.
5. Ki Charter Academy will provide service to students who are previously identified as gifted and talented (GT) in one or more core courses from grades 1-12. Students in this program will receive enrichment courses through Edmentum as well as opportunities for further advancement through the Texas Virtual Network (TVN). Students who enroll at Ki Charter Academy may at any time nominate a student who is not enrolled as GT. A screening process will be conducted by the administration, special education department as well as the gifted and talented facilitator that will consist of benchmark testing in the respective discipline as well as the student's incoming and current grades. This will be concurrently reviewed by the committee, and parent/guardian permission will be gained in order to test for GT as well as to enter the program. If a student does not meet criteria such as maintaining grades or performance measures, the committee will meet to review appropriate techniques to assess the student as well as possible removal from the program. The parent/guardian may remove a student from the GT program at any point in time (while being enrolled at Ki Charter Academy.)
- a. Historically, 70% of the students admitted to the RF receive special educational services. To help these students succeed, we will utilize and recognize dual exceptionality. This will allow Ki Charter Academy to capture and foster students' intellectual strengths and cognitive abilities as well as accommodate their respective disability. This will allow support on all ends of the educational spectrum in order for students to succeed
- b. Student progress will be monitored every 3 weeks. Students will be evaluated through project-based learning methods.

- c. Ki Charter Academy will have a trained gifted and talented facilitator that has 30 hours of gifted training initially followed by a 6 hour annual training update through Region 13 or Region 20.

### Educational Staff Capacity

1. Identify the key members of the school's educational leadership team. Identify *only* individuals who will play a substantial and ongoing role in school development, governance, and/or management, and will thus share responsibility for the school's educational success. These may include current or proposed governing board members, the school leadership/management team, and any essential partners who will play an important ongoing role in the school's development and operation. Describe the team's individual and collective qualifications for implementing the school design successfully, including capacity in areas such as school leadership, administration, and governance; and curriculum, instruction, and assessment. Describe the group's ties to and/or knowledge of the target community.
2. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development.
3. Identify the principal candidate and explain why this individual is well-qualified to lead the proposed campus in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. Discuss the evidence of the leader's ability to effectively serve the anticipated population. Also provide, as **Attachment E.3**, the qualifications, resume/curriculum vitae, and professional biography for this individual.

### OR

- If no candidate has been identified, provide as **Attachment E.3** the qualifications and job description for this role, and discuss here the timeline, criteria, and recruiting and selection process for hiring the campus leader.
4. Describe the responsibilities and qualifications of the school's leadership/management team beyond the principal. If known, identify the individuals who will fill these positions and provide, as **Attachment E.4**, the qualifications, resumes/curricula vitae, and professional biographies for these individuals. For any position not yet filled, instead provide in **Attachment E.4** the job descriptions and qualifications for each position, and discuss here timeline, criteria, and recruiting and selection process for each.
  5. Explain who will work on a full-time or nearly full-time basis following award of a charter to lead development of the school and the plan to compensate these individuals.
  6. Explain the plan for distributing to parents information related to the qualifications, experience, and certifications of each teacher, including any professional or educational degrees held and a statement of any certification under TEC §21.057 or PL 107-110 §1111(h)(6)(B)(ii).

### Educational Staff Capacity

1. In the spring of 2013 a steering committee of professionals including teachers, instructional assistants, and administrators came together to discuss what education in an RF should look

like. Over time, these conversations resulted in the formation of ki education foundation, a 501(c)(3) non-profit organization. The board members that represent ki education foundation also serve as the board members for Ki Charter Academy. The board will retain full responsibility for all duties specified by commissioner rule, including responsibility for selecting, directing, evaluating, and terminating the superintendent.

The following individuals are board members for both ki education foundation and Ki Charter Academy and will play an ongoing and substantial role in school development and governance, as well as share responsibility for the school's educational success: Dr. Lura Davidson, Dr. Rubén Garza, Dr. Trinidad San Miguel, Carlton T. Kincaid, Esq., and City Councilman Michael Ryan Thomason. This board has a combined 110 years' experience in school leadership, administration, and governance, as well as in curriculum, instruction, and assessment.

President: Dr. Lura Davidson

Vice President: Carlton T. Kincaid, Esq

Secretary: Carlton T. Kincaid, Esq

Board Member: Dr. Rubén Garza

Board Member: City Councilman Michael Ryan Thomason

Board Member: Dr. Trinidad San Miguel

The following individuals will also be members of the school leadership and management team and will play an ongoing and substantial role in school development and governance, as well as share responsibility for the school's educational success: Mr. Paul Camden MA., Mr. Philip Muzzy, Mr. James Hope, and Mrs. Armetrius Staples-Walker. These individuals bring a combined 40 years' experience in curriculum, instruction, and assessment. Mr. Muzzy is expected to graduate from Texas State University with a M.Ed. in Educational Leadership with a Principal Certification, fall 2015. He has completed 21 hours of Graduate work and has maintained a 4.0. Mrs. Staples-Walker is currently enrolled at Texas State University, has maintained a 4.0 and is participating in her Principal Internship with the Educational Leadership Department. She is expected to receive her Principals Certification from Texas State University in 2015.

Assistant Principal: Mr. Paul Camden, MA. (full-time)

Assistant Principal: Mr. Philip Muzzy (full-time)

Special Education Director: Mrs. Armetrius Staples-Walker (full-time)

CTE/Curriculum Consultant: Mr. James Hope (part-time)

2. Organization and partners in planning include SMTC, SCHOLASTIC READ 180/System 44, MATH 180, Pitsco Education, Texas Charter School Association (TCSA), and Texas State University.

- SMTC- has provided a Letter of Intent (LOI) to allow Ki Charter Academy to utilize existing

facilities at their location pending application approval. The RF will contribute to the schools development by collaborating with Ki Charter Academy's educational and school leadership teams.

- Pitsco Education - educational solution experts will provide innovative STEM/LAB curricular offerings tailored to our high needs population.
  - Texas State University- Will provide professional development opportunities with the inclusion of educational internships for instructional assistants, teachers, and administrators.
  - SCHOLASTIC 180 – MATH 180 and READING 180/System 44 are intervention programs that will help our high needs population achieve success.
3. Ki Charter Academy's principal candidate will also be responsible for the duties of superintendent. At this time, no principal/superintendent candidate has been identified. Duties and responsibilities to be split: 80% Principal and 20% Superintendent.

See Attachment E.3

4. The school leadership/management team beyond the principal/superintendent includes:

Assistant Principal - Mr. Philip Muzzy (full-time)

Assistant Principal - Mr. Paul Camden, MA. (full-time)

Special Education Director - Mrs. Armetrius Staples-Walker (full-time)

Operations/Compliance Manager - SFC Chris Allison, US Army (Ret). (full-time)

Financial Manager – TBD (full-time)

See Attachment E.4

5. The identified school leadership and management teams will continue to develop, plan, and govern Ki Charter Academy, without compensation until July 1<sup>st</sup> 2015. At that time the school management team will work full-time and receive compensation as shown in our first year budget. The budget is provided in our business plan.

The following individuals will work full-time following award of the charter to development of the school:

Operations/Compliance Manager - SFC Chris Allison, US Army (Ret). (full-time)

Assistant Principal (A-Side) - Mr. Philip Muzzy (full-time)

Assistant Principal (B-Side) - Mr. Paul Camden, MA. (full-time)

Special Education Director - Mrs. Armetrius Staples-Walker (full-time)

CTE/Curriculum Consultant - Mr. James Hope (part-time)

6. Parents and/or guardians who enroll their adolescents into our school will be given an informational packet that will detail the scope of services we provide, as well as the

employees who will provide it. As required under TEC 21.057 or PL 107-110 1111(h)(6)(B)(ii), the packet will provide parents information related to the experience, certifications, professional and educational degrees of each teacher who works for Ki Charter Academy. Parents/guardians who are not able to visit our facility to receive the informational packet will be sent the packet through both email and direct mail.

## Section Two - Operations Plan

### School Calendar and Schedule

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

### **School Calendar and Schedule**

1. Ki Charter Academy will utilize a 180-day school year, 5 hour and 50 minute day of instruction, with a 6-week, half-day summer session. The summer session provides remediation, credit recovery, opportunity to accelerate in school, as well as sustaining learned information to avoid regression. Understanding that these children and adolescents are in a controlled environment at all times underlies a need for not only an effective educational model but also an instruction that engages students who have not put forth effort towards their education. RF residents often are admitted during the middle of the year. This summer session allows these students an opportunity to catch up and recover credits.

See Attachment O.1

2. The instructional school day begins from 8:00am through 4:00pm, Monday through Friday. Ki Charter Academy will use 7 instructional periods of 50 minutes each with a 3 minute passing period. This schedule provides for 350 minutes of instruction per day and 1750 per week. The schedule will include four core courses and three electives. Due to the exceedingly high mobility rate associated with this population (77% for the 2013 - 2014 school year), the first electives assigned to a student will be STEM/CTE classes, physical education, (PE), and art. Each student will be given a personal graduation plan for their high school careers, and in the event a student's length of stay allows, other elective courses will be assigned in accordance with TEA requirements and the student's LEA requirements. The school day structure will facilitate the coverage of all Texas Essential Knowledge and Skills (TEKS). TEKS will be incorporated into classroom instruction and assessment through our core curriculum. It should be noted that students undergo mandatory group therapy in the middle of the day through the RF, and after school there mandatory RF driven events, actually increasing the amount of time per day these children spend in a learning environment. This school schedule is modified to accommodate the special needs of the RF while providing optimal instructional time to increase student achievement. The limited time available during the passing period provides minimal distractions and will reduce



negative behaviors that are common in the school yard.

3. During the total 109 minute block when students are required to attend lunch and group therapy, teachers and educational assistants are given 30 minutes for lunch and an additional 79 minutes dedicated to lesson planning, curriculum planning, professional development, mentorship training, and PBIS training and collaboration.

### **School Culture**

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

### **School Culture**

1. We will create a student-centered culture in which the child is our main focus. Character building is as important as academia. Morals, ethics, and values will be taught through Social and Emotional Learning (SEL) and will be modeled by all stakeholders. The Ki Charter Academy team will separate student behavior from the student, i.e. “love the kid, fix the behavior.” Our culture will ensure that educators and students will be able to connect, thus earning trust and building rapport, for we believe when one reaches a child's heart, their mind will follow. A Positive Behavior Intervention and Supports (PBIS) team will proactively seek to ensure that the mindset and attitudes of individuals who form the schools reality are engaged in healthy practices.
2. All Ki Charter Academy employees will be trained on the RF Behavior Enhancement Program (BEP) and mirror this program to ensure consistency. These practices are not a one time or occasional event but an ongoing executable behavioral practice that, over-time, changes behavior and builds character. As new students are admitted into the school mid-year, they will be indoctrinated into both the BEP and PBIS programs.
3. Ki Charter Academy teachers will be certified in their content area and will obtain a special education certification within one year of employment. Students' individualized education plans (IEPs) will be implemented with fidelity. Students will receive both whole group and small group instruction to best meet their learning styles. Ki Charter Academy will hire a minimum of two licensed specialists in school psychology (LSSP) to evaluate students' full and individual evaluations (FIE) to ensure compliance with state and federal guidelines. For struggling students who have not been identified with a learning disability, 3 tiers of

Response to Intervention (RTI) techniques will be provided within the general education setting. We will close learning gaps for all students through aggressive remediation programs such as READ 180/System 44 and MATH 180. Ki Charter Academy recognizes that students must be educated with their non-disabled peers in the least restrictive environment to the maximum extent possible, and will make every commitment to serve each student according to their individual strengths and needs.

**Typical day of a student:**

4. Wake up is conducted by the RF, and at 6:45am students are escorted to breakfast. At 7:55am students will be escorted to their respective school classroom. School starts at 8:00am and will run four periods, ending at 11:49am. Students will then be escorted by RF personnel to lunch and therapy. Upon conclusion of therapy, students are escorted back to school at 1:21pm. School resumes at 1:24pm. 5<sup>th</sup> – 7<sup>th</sup> periods will conclude the school day, after which students are escorted back to the RF at 4:00pm.

6:45 to 7:55	Students are escorted to the dining facility for breakfast
7:55 to 8:00	Students are escorted to the school and to their respective classrooms
8:00 to 8:50	1st period
8:50 to 8:53	Passing period
8:53 to 9:43	2nd period
9:43 to 9:46	Passing period
9:46 to 10:36	3rd period
10:36 to 10:39	Passing period
10:39 to 11:29	4th period
11:32 to 1:21	Lunch/ therapy session
1:21 to 1:24	Passing period
1:24 to 2:14	5th period
2:14 to 2:17	Passing period
2:17 to 3:07	6th period
3:07 to 3:10	Passing period
3:10 to 4:00	7th period

- Teachers and instructional assistants are often asked to assist RF staff in escorting students before school, during lunch and after school.
- Any student who does not reside at the RF will perform duties during the 79 minute block as a teacher aid or will receive enrichment as needed.

Upon completion of the educational school day, students return to the RF for various forms

of therapies and treatments.

Students who attend Ki Charter Academy will know they are entering classrooms where the teacher and instructional assistants truly care about their well-being. The students will know that everything these educators do is to help them reach their highest potential and make them a better person. Positive words of encouragement lift the student’s spirit, and PBIS raffle tickets properly reinforce positive behaviors. Students will work harder than ever to learn, and they will be happy to participate in a non-traditional lab. The lab experiments and hands-on instruction will change their outlook on education. Students will look forward to coming to school each day. Over time, a typical day in this atypical environment will change each student for a lifetime.

**Typical day of a teacher:**

- Teachers arrive at 7:45. At this time they are briefed by the RF staff on any incidents that could affect the school day. Class starts at 8:00am. The first four periods are conducted with instructional assistants escorting the students during passing periods. Lunch runs from 11:32am – 12:03pm, and from 12:05pm to 1:21pm planning periods, professional development, trainings, mentorship, PLC meetings, or curriculum meetings will occur. Students arrive and class begins at 1:24pm. 5<sup>th</sup> – 7<sup>th</sup> periods run from 1:24pm – 4:00pm.

7:45 to 8:00	Teachers are briefed by RF
8:00 to 8:50	1st period.
8:50 to 8:53	Instructional assistants will escort students during passing period
8:53 to 9:43	2nd period.
9:43 to 9:46	Instructional assistants will escort students during passing period
9:46 to 10:36	3rd period.
10:36 to 10:39	Instructional assistants will escort students during passing period
10:39 to 11:29	4th period
11:32 to 12:02	Lunch
12:05 to 1:21	Planning periods, PD trainings, mentorship, PLC meetings, curriculum meetings, and RF staffings.
1:21 to 1:24	Instructional assistants will escort students during passing period
1:24 to 2:14	5th period
2:14 to 2:17	Instructional assistants will escort students during passing period
2:17 to 3:07	6th period
3:07 to 3:10	Instructional assistants will escort students during passing period
3:10 to 4:00	7th period

- Teachers will provide differentiated instruction in multi-age and multi-subject classes during

each period of instruction.

- From 11:32 to 1:21. Instructional staff will take a 30 minute lunch and use the additional 79 minutes for planning periods, professional development trainings, mentorship trainings, curriculum meetings, and RF treatment care staffings that are scheduled.

### Student Admissions and Enrollment

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

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

### Student Admissions and Enrollment

1. Ki Charter Academy's competition is any open enrollment public charter school district as well as the local education agency; however, the San Marcos Treatment Center's Chief Executive Officer (CEO) has provided a letter of intent for our services pending charter approval. By law the residents who are housed at the RF have a choice as to what school in the area they want to attend. Recruitment will not be a priority at our school; however, we will accept students within San Marcos Consolidated Independent School District (SMCISD) boundaries. We will be ready and able to service both student populations. The reality is

that this is a level 5 treatment facility, and in its 74 year history no one has requested enrollment from the local community, and patients are not allowed to leave the facility. Retention is dependent upon several factors such as success of treatment, types of insurance, and/or length of court mandates.

2. Any student who resides within the geographical boundary of SMCISD is welcome to apply to Ki Charter Academy, however, we will not recruit. The student population at the RF is 100% at risk from diverse socio-economic backgrounds. These students include court ordered students, students with drug addictions, as well as military dependents who are enrolled at the RF truly a diverse group of students. Regardless of race, culture, ethnicity, class, or disability, all students are entitled to a quality education we will provide to any student who applies.
3. See attachment O.2
  - a. Applications are accepted year-round for all students. Upon in-processing at the RF, students will choose which school they will attend with in the geographical boundary.
  - b. Open-enrollment will fill available space in the order the completed applications were submitted. In the event there are more applicants than our 220 student capacity, a lottery system will be used.
  - c. We will fill open enrollment on a first completed application method. If a lottery is to take place it will be scheduled as soon as an opening exists.
  - d. Wait lists have historically been non-existent for schools servicing these students according to RF data. Withdrawals are completed during the out-processing from the treatment facility. Re-enrolled students will continue along their personal graduation plans, either from Ki Charter Academy or from where they left off with their home Local Education Agency (LEA). Due to the high mobility rate, Ki Charter Academy will make every effort to ensure students complete credits, returning to their home LEAs. Students who are assigned from out of state will receive schedules and classes that will transfer back to their home district.
  - e. No students applying for or admitted to the school shall be discriminated against in any way because of gender, race, religion, national origin, creed, ethnicity or physical, mental, emotional or learning disability.
  - f. Students identified in TEC 12.111(a)(6) may be enrolled into Ki Charter Academy upon admittance into the RF. See our code of conduct for enrollment of these students.
  - g. There are no enrollment deadlines. Students may be enrolled through the RF at any-time during the year or from the community and will be processed and assigned classes as

needed per graduation plan.

4. Not applicable.

### Student Discipline

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

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

### Student Discipline

1. Ki Charter Academy's Discipline Policy has been provided by the Texas Charter Schools Association (TCSA). Ki Charter Academy has a code of conduct that continues to be developed and is included in attachment O.3.

See Attachment O.3

2. Ki Charter Academy will work in conjunction with the RFs Behavior Enhancement Program, a tiered, privileged based behavior process that is designed to have students learn how to manage behavior. Positive behavior earns points; points enable students to climb levels and gain more privileges. Negative behavior can stop advancement or set students back. Behavior infractions in the schoolyard that cause bodily injury or destruction of school property are reported to the RF through a campus referral/incident report. The RF will handle such incidents and discipline the students accordingly. Instructional staff, through the use of short 3-5 minute time-out periods, handle the majority of infractions and incidents in the schoolyard. The campus PBIS team will work collaboratively with the RF to provide positive incentives to properly recognize and encourage students as well as stakeholders from both organizations, to include students' instructional staff, RF staff, and administrators.
3. Ki Charter Academy code of conduct, attachment O.3, lists the offenses and definitions that may warrant both discretionary and non-discretionary suspensions and expulsions.

4. In the event a student with disabilities is deserving of disciplinary action, the incident report/referral as well as any IEP or BIP will be forwarded to the RF as part of the disciplinary reporting procedures and will follow in accordance with Special Education guidelines.
5. Suspensions are not appealable. A parent/guardian or adult student may file a written appeal to the principal/superintendent within five days of the order. Upon review the superintendent/principal or their designee will issue a decision. If the appealing party is not satisfied with the decision the party may appeal that decision to the Board of Directors. A detailed procedure for appeal and services can be found in Ki Charter Academy student code of conduct.
6. Parents/guardians will participate in an intake briefing when admitting students into the RF. This briefing will contain an informational packet that includes the RF Behavior Enhancement Program and our student code of conduct. The disciplinary procedures and BEP are posted in the student dormitories for parents/guardians and students to reflect upon. In the event a parent/guardian is unable to participate in the intake briefing at the RF or view it on our website, the information is both sent by email and direct mail.

#### Leadership Pipeline

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

#### Leadership Pipeline

1. Ki Charter Academy will look to both internal and external sources to fill leadership roles. We believe that recruiting the right leaders for this challenging environment is vital for our shared vision and mission to succeed. We will do this by implementing an indepth recruiting and qualification process that includes a job candidate evaluation form, two panel board interviews, and a thorough background check. A detailed tour of the RF and school will be required during the hiring process. Leaders will be expected to attend Professional Development (PD) as determined by the principal/superintendent throughout the school year. In our quest to seek the very best leaders we have identified one particular population of leaders, who will excel in this challenging environment: Our nations veterans.

Texas veterans are discharging from the military daily. Unfortunately, these same veterans are finding it increasingly difficult to find jobs. Ki Charter Academy will create professional opportunities that will attract new teachers and instructional assistants to public schools by seeking and employing highly qualified veterans who are interested in a career in alternative education. Ki Charter Academy believes that our veterans' experience with structure, discipline, and their ability to work with a diverse population makes them

outstanding candidates for our special needs population. As an innovative way to include our veterans' military experience, a stipend will be available for these teachers and instructional assistants. Other external partnerships will include Texas State University, and local education agencies (LEA) to identify the most qualified candidates who are looking to lead in this challenging environment. Selected individuals will have all additional specialty training included in the compensation and benefits package

2. Retaining effective leaders guarantees continuity within the organization and helps build a more effective, efficient, and cohesive team. Ki Charter Academy will look to build partnerships with Texas State University, veterans organizations such as Troops to Teachers, and LEAs for internship opportunities, and would identify candidates who will be successful and even thrive in this challenging environment.
3. Ki Charter Academy will also look to promote from within, identifying educational leaders who are already committed to the school and have the ability to step out of the classroom and lead. We will screen internal leadership applicants by evaluating their qualifications, including post-secondary education, experience, proven performance, and personality. Ki Charter Academy has identified 5 future leaders with the proven ability and desire to work with this high-needs student population. These leaders are; Mr. Paul Camden, MA., Mr. Philip Muzzy, SFC Christopher Allison U.S. Army (Ret)., and Mrs. Armetrius Staples-Walker.

**Organization-Wide Staffing**

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

Staff	Year 1	Year 2	Year 3	Year 4	Year 5
<b>A-Side (includes partial MS males, and all HS males) / District Staff</b>					
Principal / Superintendent	1	1	1	1	1
Assistant Principal	1	1	1	1	1
Registrar / PEIMS	1	1	1	1	1
Financial Manager	1	1	1	1	1



Operations/Compliance Manager	1	1	1	1	1
Special Education Director	1	1	1	1	1
LSSP	1	1	1	1	1
Case Worker	1	1	1	1	1
Core Teachers	4	4	4	4	4
Resource ELA Teacher (READ 180)	1	1	1	1	1
Resource Math Teacher (MATH 180)	1	1	1	1	1
PE Teacher	1	1	1	1	1
STEM/CTE Teacher	1	1	1	1	1
Art Teacher	1	1	1	1	1
Instructional Assistants	9	9	9	9	9
<b>Total FTEs on A-Side</b>	<b>26</b>	<b>26</b>	<b>26</b>	<b>26</b>	<b>26</b>
<b>B-Side (includes all Elementary, partial MS males, all MS females, and all HS Females.)</b>					
Assistant Principal	1	1	1	1	1
Registrar / PEIMS	1	1	1	1	1
LSSP	1	1	1	1	1
Core Teachers Middle School and High School	4	4	4	4	4
Elem 1-3 Teacher	1	1	1	1	1
Elem 4-5 Teacher	1	1	1	1	1
Resource ELA Teacher (READ 180)	1	1	1	1	1
Resource Math Teacher (MATH 180)	1	1	1	1	1
STEM/CTE	1	1	1	1	1

Low Incidence Teacher	1	1	1	1	1
PE Teacher	1	1	1	1	1
Instructional Assistants	11	11	11	11	11
<b>Total FTEs on B-Side</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>

**Organization-Wide Staffing**

1. The board is responsible for hiring, evaluation, and potential termination of the superintendent. The board will approve all compensation, and benefits packages and any changes to the pay or additions/reduction in the organizations positions. Ki Charter Academy’s hiring committee is responsible for all other aspects of the hiring process

Ki Charter Academy proposes opening one campus with year 1-5 positions to remain the same. We will focus on the quality of this school and take the time to create a blueprint of best practices that will become the standard for quality education in an RF setting.

Ki Charter Academy will occupy a school campus already located on the RF. The grouping of students into “units” as discussed earlier requires the school to be creative in its structure. After discussing the logistics with the RF Executive Team, we will divide the campus into an “A-side” and “B-side.” The A-side will be comprised of males from grades 6–12, while the B-side will have boys and girls in elementary grades 1-5 and females in grades 6–12. The structure assists with logistical problems such as avoiding mixing sex offender males with females.

**A-Side: (Males grades 6-12)**

Partial middle school and male high school students. It is comprised of a registrar/PEIMS, LSSP, four core teachers, resource math teacher (MATH180), resource ELA teacher (READ 180), PE teacher, STEM/CTE Teacher, Art teacher and nine instructional assistants.

**B-Side: (Elementary 1-5, Females 6-12)**

Elementary, partial middle school and female high school students. It is comprised of a registrar/PEIMS, LSSP, STEM/CTE teacher, four core subject teachers’ middle school and high school, resource math teacher (MATH180), resource ELA (READ 180) teacher, low incidence teacher, PE teacher, and eleven instructional assistants.

District personnel will be comprised of a principal/superintendent, two assistant principals (AP), finance manager, operation/compliance manager, special education director, and caseworker. The principal will also be responsible for the duties of superintendent. 80% principal to 20% superintendent. When responsible growth and results are obtained, there will be a need for a full-time superintendent.

The organizational chart shows Ki Charter Academics chain of command. Senior administrative leaders and APs will report to the principal/superintendent. Instructional staff and instructional assistants will report to the respective AP. An overall student to teacher ratio will not exceed 1:20. (And an adult to student ratio of 1:5). The adult to student ratio is mandated by state licensing and included in the RF's operating procedures. This smaller class size will help to facilitate rapport building between the educational staff and students. There will be a combined 51 faculty and staff for the school population of historically 160 to 212 students. The projected positions outlined in the staffing chart have been designed using longitudinal data provided by the RF. Historically, the student population fluctuates plus or minus eight percent of the total student body within any given school year.

### Staffing Plans, Hiring, Management, and Evaluation

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

**NOTE: PL 107-110 §1119 Teachers in all core academic subjects must be degreed and have demonstrated competency in the subjects in which they will be assigned to teach as required by federal law. Special education teachers, bilingual teachers, and teachers of English as a second language must be certified in the fields in which they are assigned to teach as required in state and/or federal law. Paraprofessionals must be certified as required to meet state and/or federal law.**

**NOTE: Charter schools may not compensate an individual in excess of the fair market value of the**

*services rendered. The fair market value of the services rendered is based on the individual's education experience, prior salary history, job duties actually performed, what a typical person with similar skills, experience, and job duties would earn. See 19 TAC §100.1022(c)(2)(B)(i).*

### **Staffing, Plans, Hiring, Management and Evaluations**

1. Ki Charter Academy will hire all employees through an “at-will” Employment Letter of Understanding (ELU). Instructional Staff to include Teachers and IAs will be employed for 187 days and will run yearly from 1AUG through 31JUL. The ELU will state employee duties and responsibilities, days employed, salary or hourly wages, benefits, and employment relationship. While it is our intent to retain all those we hire, it is not always in the best interest of the student, employee, or organization. The “at-will” ELU will require two weeks’ notice from either party. This will help prevent the disruption caused by the sudden departure of an employee.
2. As an organization that is familiar with education in the RF environment, we are sensitive to the fact that it is difficult to attract and retain well-rounded exemplary teachers. The children need the right personnel, processes, and procedures in place to maximize their education in this environment. Literature suggests that the teacher turn-over rate is over 20% yearly. Without continuity from year to year, schools remain in a perpetual cycle of hiring and training, never reaching effectiveness. This needs to stop. It is up to the schools leadership to recognize these factors and that instructional personnel are in harm’s way daily, and they are typically underpaid, and underappreciated. We will strive to mitigate stress levels that are placed on them.
3. As literature suggests. We will provide a benefits and compensation package that will address high-turnover through unique and innovative ideas such as sabbaticals, additional professional development opportunities, stress management, higher pay, and longevity bonuses. We will include five sick and five personal days, Teacher Retirement System, medical insurance, dental insurance, life insurance, and 403B benefits. To increase retention we are matching employee’s investment into their 403B with a maximum two percent annual salary per year of service, up to 10%. There will be a bonus for employees tied to longevity, as well as a membership to a local fitness establishment. All employees will be on a salary scale that is higher than local LEAs. The Bachelor’s Degree Teacher pay scale will mirror SMCISD’s with an additional increase of 2% percent annually for the first five years, then 1% for the next five years, capped at 15%. Instructional Assistants will be placed on a tiered salary starting at \$21,000.00 through \$26,000.00. Specific ranges and initial salaries for all positions are on the Supplemental Human Resources Information Forms attachments O.9.

#### Stipends for employees:

Veterans with a DD214 showing honorable discharge from active duty service will receive a stipend of \$1000.00 annually. Teachers who are Special Education Certified will receive a \$1000.00 annual stipend. A \$500.00 Spanish Oral Proficiency Stipend will be available for all

teachers and instructional assistants who score 240 or better on the bilingual Target Language Proficiency Test (BTLPT) or a 4 or better on the Texas Oral Proficiency Test (TOPFT) in Spanish. Dependents of active duty military will receive a \$500.00 annual stipend.

This is a teaching environment like no other and must be structured as such. Leadership will take care of the employees. By creating and sustaining a group of effective and caring professionals, we will plant the seeds of change in thousands students from Texas and beyond as they pass through our doors.

4. We will require all core teachers to be certified in their content area's as well as obtain a special education certification within one year of employment. We will begin the recruiting process for tentative candidates upon charter approval and will provide an opportunity for those individuals currently educating at the RF to apply with Ki Charter Academy. We will continue to look toward Texas State University to fill teachers and aide positions; contact veteran groups such as Troops to Teachers, and internet sites such as Texas Charter School Association Jobs Board. The quality of our organization and the character, actions, and ideals of our leadership will enable us to retain successful applicants already working at the RF and quickly fill any remaining vacancies that we may have.
5. Ki Charter Academy will employ a rigorous hiring process to ensure only the best candidates are selected. The hiring committee will consist of a lead teacher, lead instructional assistant, RF mental health associate (MHA), RF unit manager, operations director, APs and superintendent/principal. The hiring process will include a prequalification stage, oral interview, panel board, and background investigation. All employees, to include independent contractors, will undergo a background investigation before working at Ki Charter Academy. Background investigations will be conducted in accordance with the State Board for Educator Certification (SBEC), which states that all applicants for an initial credential, including a standard certificate, probationary certificate, educational aides, one-year certificate, temporary teaching certificate or permit will undergo a national criminal background check by submitting fingerprints for review. This is to include volunteers, mentors, contractors and other individual who will serve in a similar capacity.

*Source:*

*TEA FAQ about national criminal history background checks.*

6. The board will evaluate the principal/superintendent on an annual basis, starting in the spring of the 2015-2016 school year. The board will work with the principal/superintendent and leadership team to be well informed and have the information needed to make critical decisions in guiding and governing Ki Charter Academy. The board will be well informed on the financial status of the school and its responsibilities in making sure the school will be fiscally responsible and comply with all regulatory agencies. The board will have the final authority. will answer any questions that pertain to Ki Charter Academy. Growing leaders

within the organization will be critical to continued organizational success. Development will focus on several areas ranging from all three domains and nine competencies to the specific student population. Team building, esprit de corps, and leadership will be emphasized in leadership development. Evaluations will be conducted 3 times a year, two from the first line supervisor, and the third will be an end-of-year 360 evaluation.

7. We will use the state Professional Development Appraisal System (PDAS). Campus leadership will conduct quarterly evaluations that address individual performance and potential. In addition there will be an end of year 360 evaluation that will be added to the development file. Teachers that have been identified as needing assistance will be put on a growth plan and supported by a peer mentor and administration. Professional development opportunities will also be provided.
8. Unsatisfactory evaluations for all Ki Charter Academy employees will be accompanied by a growth plan, scheduled professional development, mentorship, and continuous feedback. This plan of action will address specific areas of performance not met to standard, and a corrective action plan. We will offer support and make every effort for individuals with unsatisfactory evaluations to become successful.

See Attachment 0.7

### **Professional Development**

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

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

### **Professional Development**

1. Assistant Principals (APs) will oversee professional development (PD) on their respective campus sides (A-Side, B-Side) and will make sure that instructional staff scheduled to attend PD will have the coverage and resources. The principal/superintendent is ultimately responsible for professional development (PD). The operations/compliance manager will work alongside the principal/superintendent to provide relevant and effective internal and external PD.

2. The principal/superintendent will allow educational staff an opportunity to self-assess and identify areas of need based on individual results. Surveys, educational trends, and evaluations of the student population will drive campus-wide PD. PD will be structured to allow educational staff to receive relevant and effective PD that will foster growth in this specific environment. PD will be designed to provide the most current, effective and efficient instruction. It will cover a wide range of topics to include curriculum, behaviors seen in RF facilities, classroom management, technology, educational programs, trends in education, and the most current and effective instructional strategies. PD will be internal and external, individualized, and uniform. The location of the school offers an exceptional pool of resources for Ki Charter Academy. Texas State University, San Marcos Treatment Center, and Region 13 are all very close, and we will reach out to these resources for PD. We will also seek subject matter experts from around the RF communities and Juvenile Correction Facilities nationwide to enhance our school and help us create a blueprint of best practices.
  
3. New teacher orientation will be held August 13th and 14th of the 2015-2016 school year. This orientation will speak to all new employees and will cover general topics such as compensation and benefits information, as well as Ki Charter Academy policies and procedures. It will also be a time for all stakeholders to meet and greet. August 17<sup>th</sup> through August 21<sup>st</sup> will have all faculty and staff divided into mission specific cohorts for RF training, Positive Behavior Intervention supports (PBIS) training, SMTC Behavior Enhancement Program, and instructional strategies that work best in the RF environment. A focus will be given to teaching in a multi-age and multi-subject classroom. Leadership team training will focus on topics such as sexual harassment and ethics; new processes or procedures that may be implemented in the up-coming calendar school year, and student behaviors such as Autism Spectrum Disorders, ADHD, Fetal Alcohol Spectrum Disorders, and PTSD. These trainings may comprise both internal and external trainers and facilitators. All instructors will be proficient in areas that are assigned to facilitate because of their experience, training, or both. Trainings will conclude with a team building Reality-Oriented Physical Experiential Services (ROPES) exercise that will be conducted by the RF on August 21<sup>st</sup> 2015.

Sample Daily Training Schedule (Aug 17-Aug21)

8:00-8:30	Welcome/Introduction/Check-in
8:40-10:10	Multi-age and multi-disciplinary instruction.
10:20 -11:50	Classroom management training
1150- 1:00	Lunch provided
1:00 – 2:30	Autism and Asperger’s
2:40- 3:10	Classroom set-up
3:20-4:00	Team building exercise/release

4. Ki Charter Academy's PD will start the week before school begins. Continued PD will occur at least once a week during the 79 minute daily block. This PD will be planned, scheduled, and conducted by the APs. There will be four afternoon trainings during the 2015-2016 school year while the students receive a half-day. These Dates are October 23, February 26, April 29<sup>th</sup> and June 3<sup>rd</sup>. PD opportunities will also be available for staff throughout the school year. Individually driven PD will afford teachers and staff opportunities for personal development of their choosing that aligns with their self-assessment. PD will be submitted in a timely manner for administrative approval, and class coverage will be planned by the APs when necessary.

### Performance Management

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

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

1. Describe any mission-specific educational goals and targets that the school will have. State goals clearly in terms of the measures or assessments you plan to use.
2. Describe any mission-specific organizational goals and targets that the school will have. State goals clearly in terms of the measures or assessments you plan to use.
3. Who will be responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement?
4. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.

### Performance Management

Ki Charter Academy's Board of Directors is ultimately responsible for mission-specific educational goals and the assessments to measure the success of those goals.

1. Ki Charter Academy's mission-specific educational goals are to close learning gaps, be innovative in RF curriculum, and increase student achievement to help children and adolescents reach their highest potential.

**Close learning gaps** - We will provide the TEKS driven SCHOLASTIC READ 180/System 44, and MATH 180 intervention programs. These sophisticated and data-driven programs are proven to increase student achievement, and we know that their inclusion in the RF environment is both innovative and what is best for the students. In the READ180/System 44 intervention program, teachers will use Scholastic Achievement Manager (SAM) data, classroom assessments, reading skills (rSkills) tests, and observations to assess and monitor student performance. For MATH 180 the universal screener and progress monitor assessments, ongoing diagnostic and formative assessment, curriculum embedded assessments, and brain scan assessment will be utilized.



**RF Curriculum Innovation** - We have partnered with Pitsco Education to bring a TEKS-driven exploratory STEM/CTE lab. This innovative lab is custom to the RF population and will teach modules that are 4-6 weeks in length because the average stay for a resident at the RF is 115 days (2013-2014). We recognize that historically a large percentage of RF residents do not pursue post-secondary education; therefore the STEM/CTE lab is a great way to introduce various career fields that may foster interest in future education. The STEM/CTE curriculum has built-in assessments for accountability that will coincide with benchmarks, classroom observations, and curriculum-embedded assessments.

**Increase student achievement** - Our leadership team will meet twice each semester to foster new ideas, implement decisions, maintain and refine programs, and review progress and regression of the campus professional program. The team will be provided with an assigned time to meet in order to coordinate, make necessary changes, review similar professional plans from aligning programs within the school, as well as answer any needs stakeholders have. Stakeholders will be kept up to date and informed through a campus website, letters sent home, newsletters, and meetings. An email messenger will be used to communicate the program to the community. Department meetings and faculty meetings will be conducted to disseminate essential information to staff.

Future educational goals will be identified by analyzing students historical educational data from prior placements, IEPs, work samples, and benchmarks. The leadership team will complete a needs assessment and analyze various surveys to help identify specific educational goals and targets for the school. We will use a collaborative approach to establish learning and process objectives.

2. Ki Charter Academy's mission specific organizational goals are to retain exemplary teachers, staff, and faculty; to increase instructional time; and to build character.

**Retain Exemplary teachers** – We have created a competitive pay scale and provided a significant amount of extrinsic incentives to retain our teachers. We also pledge to provide adequate resources, provide relevant trainings and professional development, hire competent leadership, and be fiscally responsible when awarded the charter.

**Increase instructional time** – We will work diligently with the RF to help increase instructional time for students because in this setting, students often refuse to attend classes or display negative behaviors that impede their learning. We will also work with the RF to reduce the number of physical holds and behavioral incidents in the schoolyard, for these incidents, also decrease instructional time. In addition we will assess student success by recording and analyzing RF longitudinal data.

**Character building** - Historically, RF residents have displayed poor judgment somewhere in their past, which has led them to residential care. We believe that social and emotional learning (SEL) should enrich our TEKS-driven curriculum and help build positive character.

We know that for a student to leave our facility and be successful in their respective environments he or she must be able to internalize good character traits and be balanced socially and emotionally.

3. The campus leadership team will assess data that is vital to the improvement to the school wide professional development plan. The team will also analyze data that will be pertinent in making change and progress in these programs. Maintenance and polishing of programs will take place for effective programs. Dismissal or withdrawal of programs may take place if regression is seen. All stakeholders will receive a condensed form of the report highlighting major points, ideas, changes, and proposals for year two and three of the professional development program. Stakeholders will also be afforded the opportunity to fill out a feedback survey on any issues that may be addressed.
4. Educational researchers have found organizing the work of instructional improvement around a process with specific, manageable steps helps build confidence and skill in using data. Teachers will receive specific trainings to their programs, they will be able to analyze and interpret the data to improve student learning. The leadership team will provide training and support for the administrators on all evaluation tools and systems ultimately implemented.

#### Parent and Community Involvement

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

#### Parent Community Involvement

1. Assessing parent and community demand for the school is difficult as children and adolescents who reside in an RF program have been admitted by family, the legal system, or

a state agency. These adolescents are often wards of the state, or have little to no parental involvement. Many are admitted due to Child Protective Service (CPS) or other social services. The parents/guardians typically do not live in San Marcos, and in this secure environment the San Marcos Treatment Center (SMTC) really is the community for us to consider. The SMTC community has expressed a demand for educational choice, and has expressed a need for our proposed educational model. Dr. Schmidt, Chief Executive Officer (CEO) of the SMTC for the last 16 years, has provided Ki Charter Academy with a letter of intent (LOI) pending charter approval to use their existing school facilities beginning the 2015-2016 school year.

2. To engage parents/guardians and the San Marcos community from the time the application is approved to the opening of the school, we plan to pass out newsletters, update our website with school news and information, as well as join the San Marcos Chamber of Commerce. We have already created a dialogue with the SMTC Superintendent and San Marcos Mayor to explore how to better engage the community in the future. As a school, we hope to prevent isolation from the San Marcos community
3. Three of Ki Charter Academy's five board members are San Marcos community leaders. Michael Ryan Thomason is a current San Marcos City Council member, Dr. Trinidad San Miguel is an Adjunct Professor at Texas State University-San Marcos, and Dr. Rubén Garza is an Associate Professor at Texas State University-San Marcos. These community leaders are directly involved in developing the school. We have also included input from several parents within the San Marcos community.
4. Because our children and adolescents have limited representation we will encourage parental involvement and community involvement in requesting surrogate parents for the Admission, Review and Dismissal (ARD) process.

Ki Charter Academy will provide parents/guardians and opportunity to engage in the life of our school by offering a guided tour of our campus prior to enrollment or upon enrollment to our campus. Parents/guardians who are not able to visit our facility will be sent information through both email and direct mail. Information on our school can also be obtained on Ki Charter Academy's website in case of a change in physical address, email address or other factor that might inhibit a family from receiving information.

Parent/guardian engagement:

- Ki Charter Academy is a proponent of all stakeholders working in concert with students.
- Parents/guardians will be invited with an open door policy to discuss their children.
- Parents/guardians of ELL students will have the ability to take classes with their child after school at no cost.
- Parents/guardians are invited to an open-house which will occur each semester.
- Parents/guardians will have the opportunity to have a voice in the planning committees

listed above.

- Parents/guardians will be invited to conferences to discuss their children.
  - An orientation will be hosted at the beginning of each year to welcome new families, guardians and community members.
  - Newsletters will be mailed out with report cards, progress reports, and IEPs accordingly.
  - Climate surveys will be mailed out each year to gather data.
5. We will look to Texas State University and the San Marcos Consolidated School District for resources to help us increase student achievement. We will do this by the following means:
- Forming a partnership with Texas State University that will aid in our efforts to connect and deliver a rigorous, relevant, and evolving curriculum. Texas State University is a valuable resource for the San Marcos community and Ki Charter Academy is excited about this resource and believes that it is a great opportunity for community engagement. We would like to offer our charter school to Texas State University for student teaching internships, as well as administrative training and internships. We believe that the university's education department, veterans department, sociology department and psychology department will be especially helpful in providing professional development opportunities for our staff.
  - Work in collaboration with San Marcos Consolidated Independent School District (SMCISD) to share resources, provide community supports, and discuss the possibility of common assessments.

### Start-Up & Ongoing Operations

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

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

### Start-Up & Ongoing Operations

1. See Attachment O.9

*Resource:*

*On the Journey to Open a New School, One Step at a Time: A comprehensive Review of the Functional Steps Required to Start a a New Private or Charter School. Brenda J. Travis, M.S.,*

CCC/SLP (2005).

2. Ki Charter Academy will coordinate with the RF's Director of Specialized Services (transportation) in the event a field trip is planned. This transportation service is provided free of charge by the Residential Facility (RF). Athletic events are non-existent at the RF due to the volatile negative behaviors that have been historically shown when competitive sports have been introduced. Appropriate transportation accommodations will be made for any student residing outside the RF especially for those students whose IEP indicate a need for transport.
3. The RF will assist Ki Charter Academy in providing for the safety and security of its students. Two RF administrative officers will work with Ki Charter Academy to specifically address safety and security. The RF direct care staff is responsible for contacting these officers if any safety or security concerns arise. Ki Charter Academy administration will work in concert with the facility administrative officers to provide a safe and secure environment. The RF has a working relationship with the San Marcos Police department (SMPD) if any legal concerns should arise. All 13 different living programs at the RF are equipped with a hand held radio device in order to stay in constant communication campus-wide and with the facility administrative officers on duty. Administration at Ki Charter Academy will also be provided a hand held radio device by the RF to monitor classroom activity. When students are attending school, the RF direct care staff will have handheld radio devices in each classroom with their respective patients. Ki Charter Academy will reciprocate RF policy on emergency situations as follows:
  - Code Blue - medical emergency
  - Code red - fire emergency
  - Code yellow - elopement behavior
  - Code green - behavior and emergency

The RF provides code team training during their new hire orientation and will provided the same training to our educational staff during the hiring process as well as during the school year. Teachers will also be trained in crisis prevention intervention (CPI) at the cost of the RF.

### Operational Staff Capacity

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

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

**Operational Staff Capacity**

1. Ki Charter Academy believes diversity is our strength and we have assembled an equitable Board of Directors that has combined professional experience in community leadership, public and charter schools, Residential Facility (RF) environment, as well as military experience. This diverse board brings years of experience and is qualified to implement the operations plan of this school successfully.

The key members of the school’s operational leadership team include Dr. Lura Davidson, Dr. Trinidad San Miguel, Dr. Rubén Garza, Carlton T. Kincaid, Esq., Mr. Philip Muzzy, Mr. Paul Camden, MA., Mrs. Armetrius Staples-Walker, Mr. James Hope and SFC Christopher Allison, US Army (Ret).

**Dr. Lura Davidson** – Has 30+ years of educational experience. During those 30 years, she spent 25+ years as an administrator at the cabinet level within central office. She has 5 years’ experience as the Superintendent of Schools, where she is responsible for all aspects of the district. The district lacked systems upon her arrival. Systems were put into place using the Continuous Improvement Model as the basic framework. All aspects of the systems pertaining to learning were implemented with Scientific-Based Research documents to validate the design and Best Practice teaching models and strategies, dependent upon the data-driven needs identification process. Resources were allocated according to funding program guideline, learner needs, best practices according to "like" student categories and demographics, and fiscal allocations were used according to need rank order budgetary practices. District results, as measured by increased levels of student success in all three learning domains, increased, fund balances became healthy, and the systems established have remained effective, functional, and highly productive throughout the districts.

**Dr. Rubèn Garza** - Staff development qualifications include work as a private consultant, a presenter at local, state, and national workshops and seminars that include topics such as enhancing second language instruction, student motivation and engagement, state standards, multiple intelligences, oral proficiency in the Spanish classroom, learning styles, and culturally responsive teaching.

**Dr. Trinidad San Miguel** – Is a former campus administrator TEA and Education Service Center, Region XIII education specialist and has experience in most areas. Currently, he serves as a Professional Service Provider and assists Improvement Required schools in many of these areas.

**Mr. Carlton Kincaid, Esq** – Is a Legal Assistance Attorney with the 502<sup>nd</sup> Force Support Group, JBSA-Fort Sam Houston. He worked at the San Marcos Treatment Center 20 years ago and understands the population that Ki Charter Academy is proposing to serve.

**City Councilman Michael Ryan Thomason** - Mr. Thomason’s experience as a community leader lies in the areas of community engagement, general operations and performance management.

**Mr. Philip Muzzy** – Mr. Muzzy has 15 years general operations knowledge, community experience, professional development, and performance management experience. This comes from 8 years as a military police officer, twelve years as a small business owner and four years as an educator.

**Mr. Paul Camden** – Mr. Camden has 16 years general operations knowledge, community experience, professional development, and performance management experience. This comes from six years’ military experience as an engineer, 14 years as a manager, and 9 years as an educator.

**Mrs. Armetrius Staples-Walker** – Mrs. Staples-Walker has 16 years special education experience and has knowledge and experience with community, professional development, and performance management.

**Mr. James Hope** – Mr. Hope serves as the CTE/Curriculum Director for Southwest Preparatory School and will work for Ki Charter Academy as a part-time consultant.

**SFC Christopher Allison U.S. Army (R)**

*Staffing* - Masters in business Management with a Human resources concentration. Awarded honors as the top recruiter in Central Texas 2001 for a 120 man recruiting organization. Leadership, is in part, validated through numerous career evaluations for unusually high degree of competency in personnel selection, team building and mission execution.

*Professional development* - Identified as the best trainer in many organizations and consistently selected to train organizations on new equipment, processes, technics and procedures. Over 40 first line subordinates have earned awards and recommendations in competitions or performance of duties.

*Performance management* - Developed, and executed qualification standards for all United States Army 18th Military Police Brigade Physical Security Teams deploying to Operations

Iraqi Freedom and Operation Enduring Freedom.

*General operations* - Operation Manager for 175 man organizations, on humanitarian missions, peacekeeping missions, as well as wartime operations. Received, coordinated and assigned tasking to 5 middle managers; responsible for advising superiors in preparation of operational requirements, operational execution, procedures and ensuring lawful compliance of regulations.

2. Ki Charter Academy's superintendent candidate will also be responsible for the duties as principal. At this time, no principal/superintendent candidate has been identified. Duties and responsibilities to be split: 80% Principal and 20% Superintendent. The following requirements for this position are in addition to the principal requirements

*Requirements:*

Minimum of 3 years' experience as an administrator

Enrolled in or completed a post masters superintendents certification course

*Preferred:*

Residential facility experience

Superintendent experience

Central office experience

Previous experience as a campus principal

Master's degree in education, management, psychology or sociology

See Attachment O.10



### Section Three - Governance Plan

#### Legal Status and Governing Documents

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

#### **Legal Status and Governing Documents**

ki education foundation is a corporate and tax-exempt 501(c)(3) non-profit entity.

See attachment G.1

#### Organization Charts

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

#### Governing Board

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

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

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

**Organizational Charts**  
See attachment G.2

**Governing Board**

1. The principal/superintendent is responsible to the governing board on all matters of the school. The governing board will hold monthly meetings in which all principals will be required to attend so that decision making and vision is clearly understood by school administration. Meeting minutes will be documented and displayed in accordance with the open meeting acts. The governing board will be responsible for the school’s code of conduct and discipline policy.

The board will retain full responsibility for all duties specified by commissioner rule, including responsibility for selecting, directing, evaluating, and terminating the superintendent.

The board will meet its fiduciary responsibilities regarding financial operations including procurement policies and audit approval and will ensure that all property is solely used for benefit of the students.

Ki Charter Academy will post all school board meeting agendas at both the schools administration building and RF administration building to ensure all stakeholders are invited and welcomed.

2. The governing board is comprised of five board members. These members will jointly oversee the governance of Ki Charter Academy and ultimately be responsible for the success of the school. The members are as follows:

**Dr. San Miguel** - Adjunct Professor Master Level Principals' Certification Program at Texas State University. He holds a Doctorate of Education and works with school systems to implementing programs in schools so that they become proficient in meeting AYP standards.

**Dr. Rubén Garza** - Associate Professor and Secondary Undergraduate Coordinator with the Curriculum and Instruction department at Texas State University. Dr. Garza holds a Doctorate in Curriculum and Instruction from the University of Texas.

**City Councilman Michael Ryan Thomason** - has been a San Marcos community leader for four years, as well as a San Marcos resident for 41 years. He provides a unique perspective, and opportunities for Ki Charter Academy to work with the city of San Marcos.

**Carlton T. Kincaid, Esq.** - Decorated Air Force officer that has served honorably for seventeen years. Mr. Kincaid is the father of two children in public schools and the husband of a public school teacher of 20 years. He continues to serve the country as a JAG lawyer honorably.

**Dr. Lura Davidson** - Adjunct Graduate Instructor for educational leadership development at Concordia University, as well as an educational service provider. Dr. Davidson works with district/campuses not meeting Adequate Yearly Progress (AYP) according to No Child Left Behind; Preparing Future Educational Leaders within school systems. She has a Doctorate in Curriculum and Instruction from the University of Missouri.

#### **Governance structure and composition**

3a. The buck stops with the Board of Directors, ki education foundation/Ki Charter Academy's Board of Directors understands that the educational success of the school is their ultimate responsibility and will make sure that annual school and student performance will be reported to the students, parents, and community.

3b. The board has experience in all State and Federal reporting standards and will make sure that the school is an operational success. Ki Charter Academy will be in compliance will all required reporting, including attendance, PEIMS, governance, and grant reporting.

3c. Board members will evaluate the success of the school and the school leader by scheduled and non-scheduled observations. Board members will periodically visit the school campus to ensure that the schools mission and vision is being followed. The school leaders' performance will be evaluated by formative and summative evaluations. Surveys campus climate surveys may be reviewed to ensure that the campus is running effectively and successfully.

The applicant team includes the governing board and a steering committee.

4. Not applicable. This application is being submitted by an existing non-profit (ki education foundation) whose sole purpose is the oversight of Ki Charter Academy.

5a. Not applicable. The existing non-profit (ki education foundation) will govern Ki Charter Academy.

5b. Not applicable. The existing non-profit (ki education foundation) will govern Ki Charter Academy.

5c. Not applicable. The existing non-profit (ki education foundation) will govern Ki Charter Academy.

6. The steering committee, researched, evaluated, and selected the board over a nine month period. Selection was based on community engagement, character, credentials, and enthusiasm to work with this high needs population. Upon charter approval, the board will meet and discuss the need to appoint any committees such as the curriculum committee and hiring committee. The board will meet once per month in accordance with the Texas Open Meetings Act.

7. The Board of Directors will conduct itself with honor, character, trustworthiness, equity, and commitment to the students at all times.

8. At this time there are no plans to increase the capacity of the governing board; however, there has been discussion of the potential benefit of adding a sociologist or psychologist to the board. Over time, the need may arise for the board to expand. If this occurs, the board will elect members and fill vacancies by the methods outlined in the organization's by-laws. All board members will attend a quarterly training session; however, if a training is missed, they will make it up at a later date. The board will attend training and development sessions quarterly, tentatively scheduled on Thursdays from 5pm–7pm. The dates and times will be approved by the board members upon approval of the charter and subsequently scheduled in conjunction with the school academic calendar.

Specifics topics to be addressed during these trainings include accounting standards of fiscal management, welfare of the students enrolled at the school, accountability rating requirements and other student performance requirements, compliance with Texas

Education Code (TEC) Chapter 12C, Subchapter D or other applicable state and or federal law, open enrollment charter rules, intervention programs progression or regression, teacher professional development, state testing, evaluations, learning gaps, student behaviors, RF collaboration, and community partnerships.

Sample Daily Training Schedule (Aug 17-Aug21) PM

5:00 – 5:30	Check-in /Address previous topics
5:30 – 6:30	Accountability rating requirements
6:30 – 7:00	New business (TBD)

9. The sponsoring entity, ki education foundation, is not an out-of-state organization.
10. All members of the governing body of Ki Charter Academy meet the requirements of a qualified voter as written in TEC 12.1202.
11. There is no litigation in which the sponsoring entity, ki education foundation is or has been involved.
12. The sponsoring entity, ki education foundation, has not been sanctioned by any state regulatory agency.
13. The board will comply with the Texas Open Meetings Act

**Advisory Bodies**

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

**Advisory Bodies**

Not Applicable - Ki Charter Academy will not form any advisory bodies or councils.

**Grievance Process**

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

## General Grievances

1. Ki Charter Academy's grievance policy consists of three-steps:

Step 1: Informal

Step 2: Formal

Step 3: Appeal

Step 1: Informal

Disputes can be resolved through the communication of parties involved. This step should be used first to solve differences. A Ki Charter Academy administrator can assist in this process.

Step 2: Formal

If the matter is still not resolved, the employee may submit a written statement to the principal/superintendent of the school. This statement should outline the facts involved, the parties involved, and state what policy has been violated in the grievance.

- A formal grievance must be filed within 14 days of the event(s) that led to the grievance. The grievance must be filed at Step 2 within 14 days of the supervisor's written response to step 1.

Step 3: Appeal

If the party who filed the grievance is unsatisfied with the outcome of Step 2, the party may submit an appeal to the committee. This must be requested within 5 days of the Step 2 outcome. The Board of Directors will act as the appeal committee. The function of this appeal committee shall be to determine, based upon the facts, whether or not Ki Charter Academy followed its policy in the manner in which an employee or student was treated.

With the exception of expulsions, student discipline decisions at the campus level are final and not appealable. A parent, legal guardian, or adult student may appeal an expulsion decision by filing a written appeal with the Superintendent within 5 business days of the date of the Expulsion Order. The Superintendent or Superintendent's designee will review the record of the expulsion proceedings at the campus level, along with any other relevant information, and will issue a written decision to the appealing party within 10 business days of receiving the request for review.

If the appealing party is not satisfied with the decision of the Superintendent or Superintendent's designee, he or she may appeal that decision to the Board of Directors by filing a request for review with the Superintendent's office within 5 business days of the date of the decision. The Superintendent shall notify the Board of Directors president and arrange for the Board of Directors to hear the complaints of the appealing party at the next available board meeting. The Superintendent shall notify the appealing party of the location, date and time of the hearing to be held with the Board of Directors. The decision

of the governing body is final and not appealable. An expulsion action will not be delayed during the appeal process.

*Source:*

*Taken from Texas Charter School Associations Discipline Policy and Code of Conduct.*

Section Four - Financial and Business Plan

**Facilities**

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

Desired Location(s): Ki Charter Academy  
120 Bert Brown Road.  
San Marcos, TX 78666

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

**Financial and Business Plan**

**Facilities**

1. The RF has provided Ki Charter Academy with an existing school campus through a Letter of Intent (LOI).
2. See attachment F.1.

Ki Charter Academy has an LOI with the San Marcos Treatment Center, pending Charter



approval. The facilities are in compliance with local health, safety, and city planning requirements. The RF has provided nineteen classrooms, two gymnasiums, a library and an administration building, and a cafeteria, which will be run by the RF. The overall campus classroom square footage 10,261. For a detailed room by room square footage see attachment F.1

3. Ki Charter Academy will dedicate one classroom to provide educational services for low incidence students, two resource classrooms for English and math, one large library, two gymnasiums for PE, and one classroom for art. We anticipate providing educational services to 5-10 low incident students based on historical data from the RF. Specialty needs classes will not exceed a 1:20 teacher to student ratio over the course of the school year, to include summer school. These classes will include a full spectrum of manipulative's, student computers, and interactive smart board technology.
4. The RF is providing Ki Charter Academy with an administration/support building to include two bathrooms, an Annual Review and Dismissal (ARD) facilitation room, three administration rooms, a main office, two copy machine spaces, two storage spaces and a teacher's lounge/work room. Total square footage is 13,647.
5. The students do not compete in athletic programs due to the nature of their treatment. The RF is providing Ki Charter Academy with two gymnasiums for PE instruction.
6. The existing RF school facilities provide everything we need to operate effectively and increase student achievement to include the infrastructure for technology and communications. The cafeteria on the treatment facility is utilized by the students and is managed by the RF.
7. Ki Charter Academy will utilize an existing school campus that resides at the San Marcos Treatment Center located at 120 Bert Brown Rd, in Hays County. This RF sits on 65 acres and has been in continuous operation for 74 years. University of Texas Charter Schools provided services from 2007-2010, and John H. Wood Jr. Charter School District currently provides services.

#### **Financial Plan**

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

financial report on its website.

5. Describe any business services to be outsourced, such as payroll and auditing services, including the anticipated costs and criteria for selecting such services.

### **Financial Plan**

1. The Board of Ki Charter Academy will adopt, prior to the opening of school in August of 2015 and will modify each year as needed prior to the opening of school, a set of board policies to include but not limited to Financial Operations, School Governance and Organization, General School Operations, Students, Open Government and Human Resources. School administration will develop operation processes and procedures based on these policies to ensure full compliance. Ki Charter Academy will use the Board Policy model as developed by the Texas Charter School Association. Ki Charter Academy has already developed a relationship with Texas Charter School Association and charter school finance experts in the preparation of this application and will continue those relationships through TCSA membership each year and utilization of the resources membership entails and ongoing contractual agreement with charter school finance consultants.  
Each board member will receive at a minimum the required 12 hours of training in their first year of service on the board and 6 hours each subsequent year. The Superintendent, Operations and Compliance Manager and Finance Manager will receive at a minimum the required 30 hours of training in their first year of service as an administrator and 15 hours each subsequent year. The Principal and Assistant Principals will receive at a minimum the required 10 hours of training in their first year of service as an administrator and 5 hours each subsequent year. All training will be completed by a TEA registered trainer and will include training in the areas of School Law, School Finance, Health and Safety, Accountability of Public Funds, Other Accountability, Open Meetings, and Public Records. Staying current in these areas will help to ensure that all responsible stake holders have the knowledge and resources they need to keep Ki Charter Academy's financial processes and records immaculate.  
Ki Charter Academy will contract with JR3 Educational associates or another equitable software provider each year to provide Financial Management software and will utilize the resources provided by this organization and the expertise therein contained to develop and maintain a set of financial records in accordance with all laws, TEA policies, and State and Federal regulations. Duties will be split between the Superintendent, Operations and Compliance Manager, Finance Manager and outside consultants as necessary to ensure proper internal business controls are in place.
2. In addition to adopting the overall guiding policies, the Board of Ki Charter Academy will conduct monthly meetings in accordance with the Open Meetings Act that will include at a minimum a financial report from the Superintendent, Operations and Compliance Manager and/or Finance Manager. It will be the responsibility of the board to review these records and hold the Superintendent accountable for their accuracy.  
The Superintendent will review and sign off on all reports provided outside the organization and will review all payments made with school funds. The Superintendent will be the only

administrator able to sign a contract on behalf of Ki Charter Academy.

The Operations and Compliance Manager will be responsible for oversight of the day to day financial operations to include but not be limited to purchasing, accounts payable, payroll and grant management and will sign off on all payments made with school funds.

The Finance Manager will be the primary holder of the financial records of Ki Charter Academy and will be responsible for all recording keeping, both electronic and hard copies, preparation of all payments, posting in the financial system of all transactions and will be the primary contact for the auditor and financial consultants. In the event that an experienced school finance manager cannot be found, an outside consultant will be hired to develop the day-to-day processes and train the chosen staff on best practices. As a contingency, the budget includes a full two years of consulting to outsource payroll until someone can be trained internally to take over.

3. The Superintendent, Operations and Compliance Manager and Finance Manager will solicit proposals from a minimum of three TEA approved external auditors with proven charter school experience and will present to the board by January of 2016. The board will choose an auditor and enter in to an agreement for the preparation of the annual external audit and 990 by February each year so that pre-work can begin in the spring. In subsequent years, unless determined it is needed sooner, the proposal process to select a new auditor will be done every 3-5 years as determined by the board. Immediately following the close of the fiscal year on June 30<sup>th</sup>, the Finance Manager will begin preparation of the reports as requested from the auditor and will work with the chosen auditor to have the audit report complete and provided to the board for review and approval no later than 120 days following the end of the fiscal year to give time for review, feedback and changes as necessary prior to the TEA deadline for submission of 150 days following the end of the fiscal year.
4. The Superintendent and other administrative staff will conduct a Needs Assessment then prepare a Campus Improvement Plan and proposed budget starting in February of each year. The budget will be presented to the board in time to review and have changes incorporated so that the final budget can be approved before the last day of the prior fiscal year. The Board agenda and Board minutes for these activities will be conducted according to the Open Meetings Act.  
The school will submit an annual audit report performed by a TEA approved independent auditor to TEA and will post on the school website by the 150<sup>th</sup> day following the end of the fiscal year. Quarterly financial reports will be posted on the school website as well.
5. The annual audit will be performed by a TEA approved independent external auditor and will be chosen by the board after a minimum of three proposals have been solicited and reviewed by school administration. Ki Charter Academy will actively search for an auditor with specific charter school audit experience and will check references from those charter schools. Based on charges to existing charter schools, the budget includes a high estimate of \$20,000 for year one recognizing that the year one audit encompasses the time frame from

the creation of the charter holder, Ki Education Foundation, through the end of the first fiscal year. Subsequent years show a decrease for this expense based on the expectation that it will cost less to audit an established organization.

The budget includes outsourcing payroll for the first two years as a contingency plan in the event an experienced school finance professional cannot be found. School administration will solicit proposals from a minimum of three service providers and will hire a consultant with Texas school payroll experience. The budget includes an inflated cost of \$2,500 per month recognizing that the expectation would be for the consultant to handle all aspects of payroll the first year then work to train and transition the process to the Finance Manager during the second year. Ideally, this same payroll service provider would serve as a consultant to help Ki Charter Administration develop proven best practices for school finance processes and procedures and to provide an external set of eyes to review all financial records on a minimum quarterly basis and an additional level of internal business control. An additional \$1,000 has been included in the budget to account for this.

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

--OR--

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

### **Business Management Capacity**

1. Identify the key members of the school's business leadership team. Identify only individuals who will play a substantial and ongoing role in school/campus development, governance, and/or management, and will thus share responsibility for the school's financial success. These may include current or proposed governing board members, the school leadership/management team, and any essential partners who will play an important ongoing role in the school's development and operation. Describe the team's individual and collective qualifications for implementing the Business Plan successfully, including capacity in areas such as the following:
  - a. Financial management;
  - b. Fundraising and development; and
  - c. Accounting and internal controls.
2. Describe the sponsoring entities' capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

### **Business Management Capacity**

1. Ki Charter Academy is working with a Financial Consultant with Mrs. Kimber Fucello is a Texas Charter School Financial Consultant, has a BA in Finance, is Texas Education Agency Registered Trainer and has 23 years experience in Finance and Accounting including charter schools, other non-profits, and for profit businesses. 13 years of these years have been specific to Texas charter school finance. She is also a Charter school parent. We will continue to work with Mrs. Fucello in the development of our Charter School and its financial success.
2. Upon charter approval, the sponsoring entity' ki education foundation will be provided an existing RF school campus through a Memorandum of Understanding (MOU) with the San Marcos Treatment Center. There will be no need for the sponsoring entity to acquire, build-out, or renovate a facility.

Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment A: Geographic Boundaries

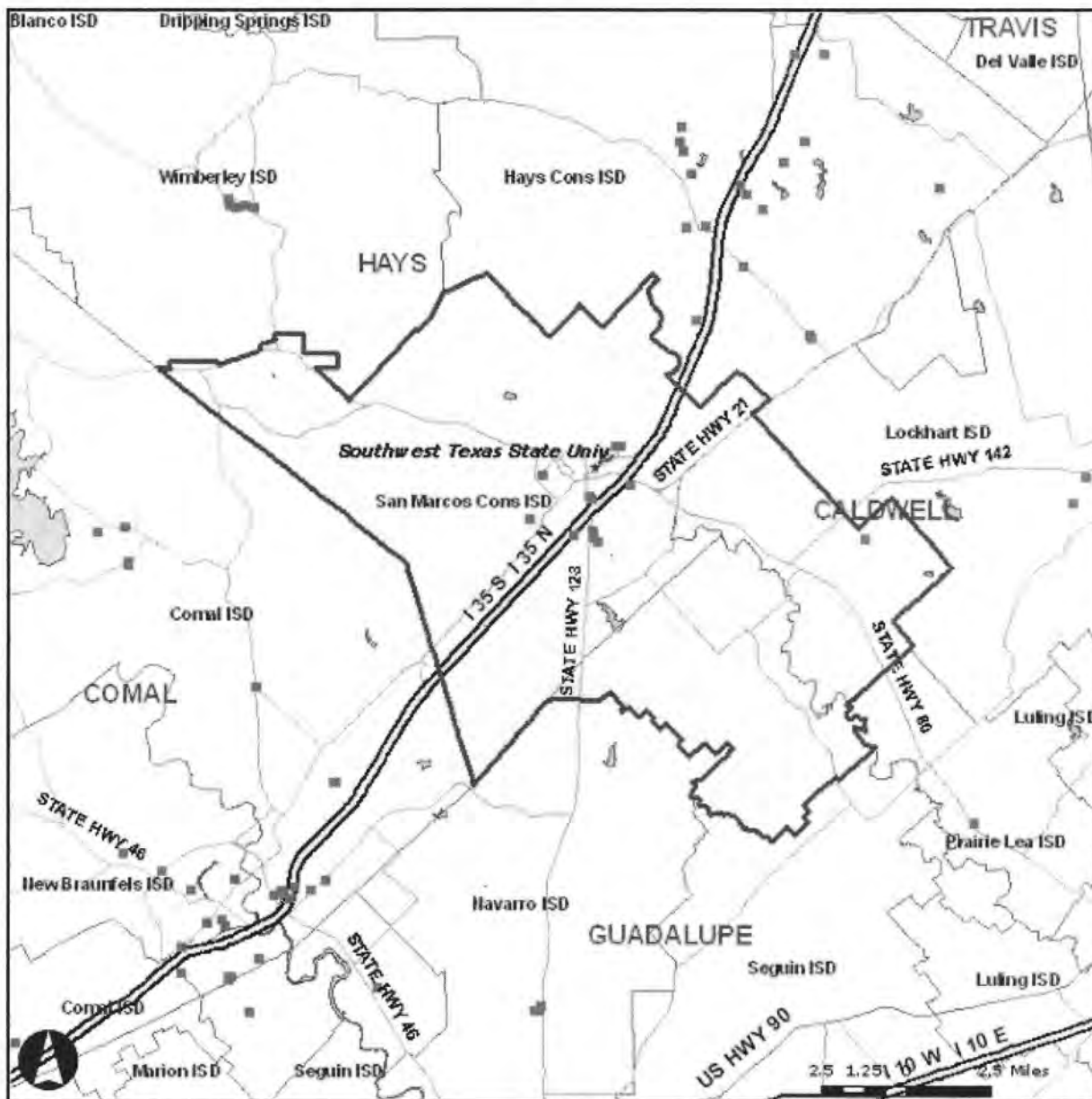
## Ki Charter Academy

Ki Charter Academy proposes opening one open-enrollment public charter school in partnership with the San Marcos Treatment Center located in San Marcos, Texas. We will focus on the quality of this school and take the time to create a blueprint of best practice that will be the standard for quality education for one hundred percent at-risk youth. We believe this quality over quantity philosophy will make us successful and allow for expansion once we show responsible growth.

Our school will offer educational services to students that reside within the residential facility, as well as provide an alternative placement for students whose needs surpass those provided for in the San Marcos Consolidated School District. Ki Charter Academy will provide educational services to accommodate a maximum of 220 students

- Bowie Elementary
- Crockett Elementary
- DeZavala Elementary
- Hernandez Elementary
- Mendez Elementary
- Travis Elementary
- Doris Miller Middle
- Owen Goodnight Middle
- Phoenix
- San Marcos High School

# SMCISD Attachment A



**Schools4**

- Schools

**HigherEd**

- ★ Universities

**Hwys2**

- Other
- == A11
- == A15
- == A17
- A21
- A22
- A23

**Hwys2 (continued)**

- A25
- A27
- A60

**Gulf**

- Gulf
- Counties1
- Counties3

**Hydrology**

- Hydrology

**Districts2**

- Districts
- School Districts
- School Districts
- Districts

**Texas**

- Texas

**Gulf**

- Gulf

**Texas**

- Texas

2

Ki Charter Academy

<http://wgisprd.tea.state.tx.us/sdl/MapMode.aspx>

3/15/2014



Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment B: Mail Receipts

Mail Receipt

Board President - San Marcos Baptist Academy  
Superintendent – San Marcos Baptist Academy

Board President – San Marcos Consolidated Independent School District (SMCISD)  
Superintendent – San Marcos Consolidated Independent School District (SMCISD)

Board President – Texas Preparatory School  
Superintendent – Texas Preparatory School

Board President – John H Wood Jr. Charter School  
Superintendent – John H Wood Jr. Charter School

Representative Ken Mercer  
SBOE Member District 5

Representative John Isaac  
State Representative House District 45

Senator Donna Campbell  
The Texas State Senate District 25

Ki Charter Academy

7012 3460 0002 0114 926

For delivery information visit our website at [www.usps.com](http://www.usps.com)

**SAN MARCOS TX 78666**

Postage	\$ 0.70	0466 16 Postmark Here
Certified Fee	\$3.30	
Return Receipt Fee (Endorsement Required)	\$2.70	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.70	

03/07/2014

Sent To  
Superintendent / San Marcos Baptist Academy  
Street, Apt. No.; or PO Box No. 2801 RR 12  
City, State, ZIP+4  
San Marcos TX 78666 -

PS Form 3800, August 2006 See Reverse for Instructions

7012 3460 0002 0114 926

For delivery information visit our website at [www.usps.com](http://www.usps.com)

**SAN MARCOS TX 78666**

Postage	\$ 0.70	0466 16 Postmark Here
Certified Fee	\$3.30	
Return Receipt Fee (Endorsement Required)	\$2.70	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.70	

03/07/2014

Sent To  
Board President / San Marcos Baptist Academy  
Street, Apt. No.; or PO Box No. 2801 RR 12  
City, State, ZIP+4  
San Marcos TX 78666 -

PS Form 3800, August 2006 See Reverse for Instructions

7012 3460 0002 0114 926

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

For delivery information visit our website at [www.usps.com](http://www.usps.com)

**SAN MARCOS TX 78666**

Postage	\$ 0.49	0466 16 Postmark Here
Certified Fee	\$3.30	
Return Receipt Fee (Endorsement Required)	\$2.70	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.49	

03/07/2014

Sent To  
Superintendent / Texas Preparatory School  
Street, Apt. No.; or PO Box No. 400 Unland Rd  
City, State, ZIP+4  
San Marcos TX 78666 -

PS Form 3800, August 2006 See Reverse for Instructions

7012 3460 0002 0114 926

U.S. Postal Service™  
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**SAN MARCOS TX 78666**

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Certified Fee	\$3.30	
Return Receipt Fee (Endorsement Required)	\$2.70	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.70	

03/07/2014

Sent To  
Board President / Texas Preparatory School  
Street, Apt. No.; or PO Box No. 400 Unland Rd  
City, State, ZIP+4  
San Marcos TX 78666 -

PS Form 3800, August 2006 See Reverse for Instructions

7012 3460 0002 0114 926

U.S. Postal Service™  
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For delivery information visit our website at [www.usps.com](http://www.usps.com)

**SAN ANTONIO TX 78250**

Postage	\$ 0.70	0466 16 Postmark Here
Certified Fee	\$3.30	
Return Receipt Fee (Endorsement Required)	\$2.70	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.70	

03/07/2014

Sent To  
Superintendent / John H. Wood Charter  
Street, Apt. No.; or PO Box No. 10325 Bandera Rd.  
City, State, ZIP+4  
San Antonio TX 78250 -

PS Form 3800, August 2006 See Reverse for Instructions

7012 3460 0002 0114 926

U.S. Postal Service™  
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For delivery information visit our website at [www.usps.com](http://www.usps.com)

**SAN ANTONIO TX 78250**

Postage	\$ 0.49	0466 16 Postmark Here
Certified Fee	\$3.30	
Return Receipt Fee (Endorsement Required)	\$2.70	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.49	

03/07/2014

Sent To  
Board President / John H. Wood Charter  
Street, Apt. No.; or PO Box No. 10325 Bandera Rd.  
City, State, ZIP+4  
San Antonio TX 78250 -

PS Form 3800, August 2006 See Reverse for Instructions

Ki Charter Academy

7012 3460 0002 0114 927

For delivery information visit our website at [www.usps.com](http://www.usps.com)

**SAN MARCOS TX 78666**

Postage	\$ 0.49	0466 16 Postmark Here
Certified Fee	\$3.30	
Return Receipt Fee (Endorsement Required)	\$2.70	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.49	

03/07/2014

Sent To  
 Superintendent / SMCISD  
 Street, Apt. No., or PO Box No. 501 South LBJ Dr.  
 City, State, ZIP+4 San Marcos TX 78666-

PS Form 3800, August 2006 See Reverse for Instructions

7012 3460 0002 0114 928

For delivery information visit our website at [www.usps.com](http://www.usps.com)

**SAN MARCOS TX 78666**

Postage	\$ 0.49	0466 16 Postmark Here
Certified Fee	\$3.30	
Return Receipt Fee (Endorsement Required)	\$2.70	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.49	

03/07/2014

Sent To  
 Board President / SMCISD  
 Street, Apt. No., or PO Box No. 501 South LBJ  
 City, State, ZIP+4 San Marcos TX 78666-

PS Form 3800, August 2006 See Reverse for Instructions

7012 3460 0002 0114 9204

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

For delivery information visit our website at [www.usps.com](http://www.usps.com)

**SAN ANTONIO TX 78278**

Postage	\$ 0.49	0466 16 Postmark Here
Certified Fee	\$3.30	
Return Receipt Fee (Endorsement Required)	\$2.70	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.49	

03/07/2014

Sent To  
 Ken Mercer (R)  
 Street, Apt. No., or PO Box No. P.O. Box 781301  
 City, State, ZIP+4 San Antonio Tx 78278-1301

PS Form 3800, August 2006 See Reverse for Instructions

7013 0600 0002 1649 2740

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

For delivery information visit our website at [www.usps.com](http://www.usps.com)

**DRIPPING SPRINGS TX 78620**

Postage	\$ 1.40	0466 16 Postmark Here
Certified Fee	\$3.30	
Return Receipt Fee (Endorsement Required)	\$2.70	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 7.40	

03/12/2014

Sent To  
 Representative Jason Isaac  
 Street, Apt. No., or PO Box No. 100 Commons rd #7-125  
 City, State, ZIP+4 Dripping Springs TX 78620

PS Form 3800, August 2006 See Reverse for Instructions

7013 0600 0002 1649 2733

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

For delivery information visit our website at [www.usps.com](http://www.usps.com)

**SAN ANTONIO TX 78216**

Postage	\$ 1.40	0466 16 Postmark Here
Certified Fee	\$3.30	
Return Receipt Fee (Endorsement Required)	\$2.70	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 7.40	

03/12/2014

Sent To  
 Senator Donna Campbell  
 Street, Apt. No., or PO Box No. 9601 McAllister FWY STE 150  
 City, State, ZIP+4 San Antonio TX 78216

PS Form 3800, August 2006 See Reverse for Instructions

Ki Charter Academy

so that we can return the card to you.  
■ Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:  
Superintendent  
San Marcos Baptist Academy  
2801 RR 12  
San Marcos 78666 -

B. Received by (Printed Name) C. Date of Delivery  
Judy A Behrens 7/12/14

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

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

4. Restricted Delivery? (Extra Fee)  Yes

2. Article Number 7012 3460 0002 0114 9235  
(Transfer from service label)

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:  
Board President  
San Marcos Baptist Academy  
2801 RR 12  
San Marcos TX 78666

**COMPLETE THIS SECTION ON DELIVERY**

A. Signature  Agent  
X Judy A Behrens  Addressee

B. Received by (Printed Name) C. Date of Delivery  
Judy A Behrens 7/12/14

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

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

4. Restricted Delivery? (Extra Fee)  Yes

2. Article Number 7012 3460 0002 0114 9242  
(Transfer from service label)

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:  
Superintendent  
Texas Preparatory School  
400 Uhland Rd.  
San Marcos, TX 78666

**COMPLETE THIS SECTION ON DELIVERY**

A. Signature  Agent  
X Cleo Romano  Addressee

B. Received by (Printed Name) C. Date of Delivery  
Cleo Romano 7/17

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

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

4. Restricted Delivery? (Extra Fee)  Yes

2. Article Number 7012 3460 0002 0114 9259  
(Transfer from service label)

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

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

1. Article Addressed to:  
 Board President  
 Texas Preparatory School  
 400 Unland Rd.  
 San Marcus, TX 78666

B. Received by (Printed Name) C. Date of Delivery  
 5-11

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

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

4. Restricted Delivery? (Extra Fee)  Yes

2. Article Number  
 (Transfer from se) 7012 3460 0002 0114 9266

**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:  
 Superintendent Eads  
 SMCISD  
 501 South LBJ Dr.  
 San Marcos TX 78666-

**COMPLETE THIS SECTION ON DELIVERY**

A. Signature  Agent  
 Addressee

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

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

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

4. Restricted Delivery? (Extra Fee)  Yes

2. Article Number  
 (Transfer from service) 7012 3460 0002 0114 9273

**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:  
 Board President  
 SMCISD  
 501 South LBJ  
 San Marcos TX 78666

**COMPLETE THIS SECTION ON DELIVERY**

A. Signature  Agent  
 Addressee

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

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

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

4. Restricted Delivery? (Extra Fee)  Yes

2. Article Number  
 (Transfer from service label) 7012 3460 0002 0114 9280

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

1. Article Addressed to:

Texas State Representative  
Jason Isaac  
100 Commons Roads #7-125  
Dripping Springs TX 78620

A. Signature

x *Clairon Flores*

- Agent  
 Addressee

B. Received by (Printed Name)

Clairon Flores

C. Date of Delivery

3-13-14

D. Is delivery address different from item 1?  Yes

If YES, enter delivery address below:  No

3. Service Type

- Certified Mail  Express Mail  
 Registered  Return Receipt for Merchandise  
 Insured Mail  C.O.D.

4. Restricted Delivery? (Extra Fee)

Yes

2. Article Number

(Transfer from service label)

7013 0600 0002 1649 2740

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

**SENDER: COMPLETE THIS SECTION**

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

1. Article Addressed to:

Ken Mercer (R)  
P.O. Box 781301  
San Antonio TX 78278-1301

**COMPLETE THIS SECTION ON DELIVERY**

A. Signature

x *Rosalie S. Mercer*

- Agent  
 Addressee

B. Received by (Printed Name)

Rosalie S. Mercer

C. Date of Delivery

3-14-14

D. Is delivery address different from item 1?  Yes

If YES, enter delivery address below:  No

3. Service Type

- Certified Mail  Express Mail  
 Registered  Return Receipt for Merchandise  
 Insured Mail  C.O.D.

4. Restricted Delivery? (Extra Fee)

Yes

2. Article Number

(Transfer from service label)

7012 3460 0002 0114 9204

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment C: Board Affidavits



**Board Members**

Dr. Lura Davidson

Carlton T. Kincaid, Esq.

Dr. Trinidad San Miguel

Dr. Ruben Garza

Councilman Michael Ryan Thomason

# Lura Davidson

11709 Enchanted Sunset  
San Antonio, Texas 78253

(210) 679-7103 (H)  
(210) 326-1390 (M)

## ACADEMIC PREPARATION:

- **Ph.D.**           **UNIVERSITY OF MISSOURI**   **Curriculum and Instruction**  
Major: Higher Education Administration, Public School  
Administration, Education, and Music Theory
- **M.A.**           **UNIVERSITY OF MISSOURI**  
Major: Music Theory
- **B.F.A.**           **STEPHENS COLLEGE**  
Major: Keyboard Performance

## CERTIFICATES:

### PROFESSIONAL

Superintendent (Grades PK-12) Texas and Missouri  
Mid-Management Administrator (Grades PK-12)

### PROVISIONAL

Secondary Music (Grades 6-12)  
Vocal and Instrumental

## EXPERIENCE:

2007 – current

*Adjunct Graduate Instructor@ Concordia University for Educational  
Leadership Development, Ed Leadership Coach, and Professional Service  
Provider: Texas Center for District and School Support (Austin, Texas)*  
Duties: *Work with district/campuses not meeting Adequate Yearly  
Progress (AYP) according to No Child Left Behind; Preparing  
Future Educational Leaders within school systems*

2001-2007

*Assistant Superintendent of Curriculum, Instruction and Assessment:  
Executive Administrator for School Improvement and Pupil Services*  
**SOUTHWEST INDEPENDENT SCHOOL DISTRICT (San Antonio, TX)**  
Duties: *Curriculum, Budget, Community Relations, Management,  
Staff Development*

1996-2001

*Superintendent*  
**BOONE COUNTY R-IV SCHOOL DISTRICT (Hallsville, MO)**  
Duties: *Curriculum, Finance, Public Relations, Management*

1993-1996

*Area Administrator (Area Superintendent)*  
**BROWNSVILLE INDEPENDENT SCHOOL DISTRICT**  
Duties: *Curriculum, Finance, Public Relations, Management*

1988-1993

*Curriculum Coordinator (Fine Arts-Generalist)*  
*Middle School Assistant Principal and Choral Director*  
**WESLACO INDEPENDENT SCHOOL DISTRICT**  
Duties: *Curriculum Development, Appraisals, Evaluations, Budget,  
Staff Development, Public Relations, Supervision*

- 1987-1988 *Elementary Music Specialist*  
**HARLINGEN CONSOLIDATED INDEPENDENT SCHOOL DISTRICT**  
 Duties: *Music, 3-6*
- 1985-1987 *Affirmative Action Officer/Music Instructor*  
**SOUTHWEST TEXAS JUNIOR COLLEGE (Uvalde, TX)**  
 Duties: *Curriculum Development, Public Relations, Management*
- 1978-1985 *Chairman Music Department*  
**TEXAS SOUTHMOST COLLEGE (Brownsville, TX)**  
 Duties: *Program Development, Budget, Supervision, Evaluations, Public Relations, Management*
- 1976-1978 *Chairman Music Department*  
**LAREDO JUNIOR COLLEGE**  
 Duties: *Program Development, Budget, Supervision, Evaluations, Public Relations, Management*

**TRAINING:**

Fulbright Memorial Exchange - Tokyo, Japan  
 International Educational Program Exchange - Berlin, Germany  
 Total Quality Management; Dupont Leadership Training  
 Curriculum Audit Training - English; Data Analysis, School Profile - Bernhardt  
 Adaptive Schools; Quantum Theory for Leadership - Garmstrum and Wellman  
 Confrontation and Conflict Resolution: Strategic Management and Leadership Development  
 Professional Learning Communities Practicum for Leaders - DuFour  
 Superintendent Leadership Development Program - Harvard University (Elmore & Johnson)  
 Covey Worldwide Leadership: Coaching Educational Leaders; Data Analysis - Dana Center

**PROFESSIONAL ORGANIZATIONS AND HONORARY DISTINCTION:**

Harvard Institute for New Superintendents (One of ten selected) - Missouri Department of Elementary & Secondary Education (DESE)  
 Kappa Delta Pi  
 Phi Theta Kappa  
 Pi Kappa Lambda - National Music Honorary  
 Who's Who Among Faculty at Texas Southmost  
 President's Award - Southwest Texas Junior College  
 Zonta Club Nominee for "Woman of the Year"  
 MU Leaders - International Honorary  
 Manchester Who's Who Among Executive and Professional Women in Education  
 2006 International Peace Prize from United Cultural Convention

**PRESENTATIONS and PUBLICATION:**

International Conference on Education Leadership - Beijing, People's Republic of China.  
 Published *Journal of US-China Public Administration* (ISSN1548-6591) Volume 5, Number 3  
 World Council for Gifted and Talented Children Conference and National Gifted Children Conference; "Visual and Performing Arts Identification"  
 National Association of School Boards and Joint National Conference on Gangs, Schools and Community; "The Building of a Community Consortium"  
 Texas Association of Gifted and Talented Conference; "Summer Institute of Technology for the Academically Advanced" and "Multiple Intelligence Instructional Design"  
 Head Start Childhood Centers Teachers Training; "A Fine Arts Beginning"  
 Texas Arts Council; "The Basic Connection: Effective Interdisciplinary Learning Through the Arts"

*Lara Davidson, pg. 3*

Southern Methodist University - "Task Analysis of Instructional Strategies in the Classroom"

## ✓ CURRICULUM

Revamped Curriculum, Instruction and Assessment PreK-12) to align with TAKS (emphasis on Instructional Strategies, Accountability and Technology); designed Technology Learning Center for accelerated learning, using formative assessments, and Vaughn-Gross three tier instructional research design; 6 elementary schools recognized Implemented Smaller Learning Communities resulting in increased achievement Piloted innovative educational strategies for homeless youth and adults Developed a curriculum grid to horizontally integrate content standards Identified key instructional objectives to assure vertical alignment, PreK-12 Developed a Hallsville Scholars Program and expanded Gifted Program Incorporated cultural diversity through "Taste of the World" - Fulbright Summer Institute of Technology for the Academically Advanced, Elementary & Secondary Initiated Multiple Intelligence by Howard Gardner as a restructuring platform, grades 2-12 Wrote and implemented an elementary Magnet School design to function as a lab school Increased the Gifted and Talented criterion test scores by five per cent Achieved removal of cluster schools (PreK -12) from state probation Wrote PreK Partnership Program with a local Head Start within school district Wrote the guidelines for a Gifted and Talented Fine Arts component

## ✓ MANAGEMENT

Completed construction and opened a new elementary school Lead grant manager of the Gates Early High School initiative in the district Initiated vertical alignment based upon data within cluster feeder schools Evaluated instructional results for program restructuring through annual reports Reduced the attrition rate (Drop-Out) significantly through various incentives Students persistence to completion increased: Student Support Team process Formed a consortium of community interagency to guide/assist at-risk youth Formed team for building renovations/additions to maximize educational facility usage

## ✓ PERSONNEL Guided staff "buy-in" to foster and improve morale and effectiveness

Assisted Professional Development Committee (PDC) to utilize data for good decisions Educational Leadership Coach for the Texas School Improvement Resource Center Developed job descriptions, handbooks, mentoring and on-going needs based training

## ✓ STUDENT

Developed Student Code of Conduct Manual Established/Supervised student activities that encouraged school spirit and pride Reviewed and trained all learners for a safe, positive school climate

## ✓ COMMUNITY

Created Superintendent Breakfast and Principal for a Day Ensembles performed for civic and international events and television Designed and implemented a community concert series: *Patron of the Arts* Developed an active Bi-cultural community and national exchange Regained community support through informational forums and strategic listening Developed Comprehensive School Improvement Plan Committee

## ✓ FINANCE

Fiscal management to support district goals and objectives - 15% fund balance Developed budget (Revenue and Expenditure) to support school improvement plan Presented financial reports that reflected maximum expansion of the tax revenue Designed redirection of special revenue; generated \$3.5 million local savings Organized a district grant writing team that obtained over \$800,000 in one year Restructured an Athletic Program/Finances to achieve significant fiscal results

## ✓ SAFETY

Led team to develop safety plans; developed Crisis Manual for the district improved security methods and implemented standard processes & procedures Monitored scheduled inspections and routine drills to promote safe environment Prepared and presented reports to the Board of Education

**GRANTS:**

Alternative School Program; Goals 2000 - \$160,000+  
Interactive Television (ITV) Consortium Grant - \$450,000+  
Private Industry Council - \$50,000+  
Texas Education Agency Homeless Children and Youth Education Program - \$160,000  
Department of Education Drug and Gang Prevention and Intervention Program - \$518,000  
Texas Commission of Alcohol and Drug Abuse - \$67,000  
Early College High School from Wilson-Gates Foundation - \$1.25 Million  
Texas Reading First Grant from the Dept. of Education - \$350,000  
Texas Reading First Three Year Grant - \$450,000  
Early College High School South San Antonio Collaborative - \$450,000+ (Gates)  
Texas Title I Priority Schools - \$1,000,000 per year, for three years (program design/writer)  
Field Reader for the U.S. Department of Education TRIO Program

**COMMITTEE WORK:**

Joint Powers Board of Central Missouri Networking (CMO-NET)  
Missouri University Partnership for Educational Renewal - President elect  
Little Dixie Conference Superintendent's Organization, Past President  
Empowerment Zone Community Consortium, San Antonio and Brownsville  
Southern Association Accreditation Visiting Committee  
Southern Association of Colleges and Schools Visitation Committee  
Self-Study Committee: Laredo, Brownsville, Weslaco and Uvalde  
Site-Based Decision Making Committee (Parent representative)  
Blue Ribbon Committee - Brownsville ISD  
Strategic Planning Committee - Weslaco and Brownsville  
Discover Scholarship Review Committee for the state  
San Antonio Mayor's City South Initiative: Urban Expansion  
A&M PK4-16 Initiative  
Early College High School – UT System/Community in Schools (CIS)/Jobs for the Future/Gates  
National Family Literacy Project Development– SWISD/Toyota/National Literacy Foundation

**SERVICE TO COMMUNITY:**

Volunteer for the Arthritis and Diabetes Foundations  
Support/Advocate of KMBH - Public Television  
Parent member/Volunteer of Parent Teachers Association  
Church League Volleyball/Softball - Boys and Girls Club  
March of Dimes Neighborhood Coordinator  
Ablaze! LCMS Member to Hong Kong, China; High School, Primary School and Literacy Center  
and Macau, China; Adult Literacy Center and community outreach  
Girl Scout member/volunteer with neighborhood Brownie Troop

## REFERENCES

Educational Placement Office  
118 Hill Hall  
University of Missouri - Columbia  
Columbia, Missouri 65211

**G. Wallace Jackson**

Former Superintendent, Brownsville ISD  
1256 Main Street Suite 263  
Southlake, TX 76092  
817-310-3900 (office)  
956-648-9685 (cell)  
[wjackson@etsvc.com](mailto:wjackson@etsvc.com)

**Roy C. Benavides, Ed.D.**

President, Executive Edge Group of Texas  
432-770-4048  
[rcb44@grandecom.net](mailto:rcb44@grandecom.net)

**Katie Lampitt, Ed.D.**

Hallsville R-IV School District  
Retired Administrator/Professor, University of Missouri  
Columbia, MO 65202  
573-443-0838  
[klainpitt@socket.org](mailto:klainpitt@socket.org)

**Danny Hardin**

Boone County R-IV Board of Education, President  
Flamingo Drive  
Hallsville, MO 65202  
573-696-3770

**Pete Anthony, Ed.D.**

Retired Superintendent  
203 Stephanie Dr.  
Kerrville, TX 78208  
830-895-3327  
[pbanthony01@windstream.net](mailto:pbanthony01@windstream.net)

# BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

## Background

1. Name of charter school on whose Board of Directors you serve Ki Charter Academy
2. Full name Lura Davidson
- Home Address 11709 Enchanted Sunset, San Antonio, TX 78253
- Business Name and Address Educational Results, LLC, same as above
- Phone Number 210-326-1390
- E-mail address [REDACTED]

- Resume and professional bio are attached here.
- Resume and professional bio are attached elsewhere in the application (indicate Attachment number). Attachment I (end of document)

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

- Does not apply to me  Yes

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

I am a retired educator that has worked with Texas Center for District and School Support (TCDSS) for seven years. During those seven years, I worked within both public and charter schools as a professional support provider, addressing the No Child Left Behind law of increased levels of learning demonstrated by all students. Choice has been expanded, options provided, but within my capacity to provide services for students identified in the proposed Ki charter, I have not experienced nor heard of the concept. I believed in the concept when initially approached to volunteer to assist the team. As I worked with the proposal team, toured the facility, and met with the general public to see and hear the spreading of the concept beyond the team, I became not only a volunteer, but also an avid supporter of a highly needed opportunity for high need students meeting the criteria as defined in the proposal.

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

The task of a public charter school board member is similar to public school board members with the need to know not only the laws and policies that drive the state school system, but also the unique charter guidelines outlined in each and every charter in order to meet their mission, vision, and goals of purpose.

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.

My past experience as a public school central office cabinet administrator gives me knowledge, skills, and experience within Texas public schools systems. My recent seven years of work within the charter schools further extends by capacity. As a charter board member, I would use my prior knowledge, skills, and experience in a governance capacity rather than an administrative, to provide questions, review of data, following of formative and ongoing monitoring, and other tools to oversee staff cognitive, social/emotional, and psychomotor results achieved with the student population.

Lura Davidson

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

My Ph.D. is granted from the University of Missouri-Columbia. I have post doctorate work in public education administration where I obtained a Mid-Management and Superintendent certificate from Texas. My track record reflects demonstrated success in effective leadership through continuous learning models, school improvement models, and numerous transformation models, with the focus upon student achievement, targeted specifically at identified student needs. I believe with the correct understanding, resources, and support, educational systems can meet the defined mission, goals, objectives, and vision for all students to grow and develop their full potential in order to become an active and responsible adult in society.

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### **School Mission and Program**

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

My understanding is the mission of providing an appropriate educational experience to students with high maintenance/personal issues/last chance opportunity for them to become productive, participatory, functioning adults within our ever changing 21<sup>st</sup> century society.

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

The proposed educational program will follow the defined expectations of the Texas Essential Knowledge and Skills (TEKS) with diagnostically identified needs of accommodations/modifications based upon expectations and program guidelines leading to an improved and sustainable quality of life for all.

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

A successful school is one where the focus is upon student achievement in all domains of learning, which leads to not only the success of the school, but also demonstrated success by students as determined by their own unique and individual needs.

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

Continuous Improvement model of plan, implement, measure, revise, and begin again at an advanced level from the previous is incorporated within the proposal. Monitoring of the objective and subjective, summative and formative data, asking the questions the data presents, monitoring the follow through, and long term follow-up of the students will speak volumes regarding the success of the students.

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### **Governance**

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

The purpose of the board is to solely oversee school operations from the viewpoint of governance to the expectation of the current proposal.

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

The Ki charter will give formative and summative up-dates and reports throughout the school year. The information would be reviewed prior to board meetings, questions presented through the defined channels of the charter and board, and individuals held accountable according those approved practices, procedures, protocols within the policies and laws that establish the charter.

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

Lura Davidson



Review of data documentation over the four year span as it pertains to the goals and objectives of the Ki charter.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? Plan, implement, monitor, and adjust for goal and objective success.

Transparent scheduled meetings, review of relevant data provided by administration and staff, visibility among invited events at the school and throughout the community for continued support, and monitoring of the Ki charter proposal and any amendments that may have occurred over the course of time.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? Investigate, obtain authentic facts, and address the findings with the individual(s) in question. Board members would be informed of the findings, the response(s), and proceed with appropriate consequences.

### Disclosures

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

I / we do not know these individuals  Yes

2. Indicate whether you (or your spouse) know any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

I / we do not know any such employees  Yes

3. Indicate whether you (or your spouse) know anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons  Yes

My past twenty years of work within the educational systems would probably have me recognizing a name or company I may have done work with over the years. Right now, I do not know of any, but it is a possibility.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

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

I / we do not know any such persons  Yes

I currently do not know of anyone or providers. Though again, that does not mean the possibility could develop over time of the charter implementing the proposal.

5. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A  I / we or my family do not anticipate conducting any such business  Yes

I do not currently plan to be an education service provider, nor my family members at this point in time. Over the course of the charter implementation, this could possibly change. If so,

Lura Davidson

according to legal advice, we would move forward or decline.

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

Does not apply to me, my spouse or family  Yes

7. List all business or organizations of which you are a partner or in which you have a majority interest.

Educational Results, 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:

Southwest Prep charter, San Antonio, TX (PSP); Alfonso Crutch, Houston, TX (PSP); and Harmony Public Schools, San Antonio Cluster, Data Analyst.

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

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

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

10. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

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

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

11. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or within the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

Yes  No If so, give details.

12. Will any relative(s) within the third degree of consanguinity or affinity (See definitions in Question 14 above.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes  No If so, give details.

13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure?

Yes  No If so, give details.

### Certification

I, Lura Davidson, 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.

Lura Davidson  
Signature

Feb. 28, 2014  
Date

Lura Davidson

VERIFICATION

State of Texas

County of Bexar

On this day, Lura Davidson (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 me this 28<sup>th</sup> day of

February, 2014.

(Notary Public) Sherrin Jermier

My commission expires 5/18/15

(SEAL)



Lura Davidson



# BIOGRAPHY



UNITED STATES AIR FORCE

## CARLTON T. KINCAID

Carlton T. Kincaid is currently serving as a Legal Assistance Attorney, Office of the Staff Judge Advocate, 502d Force Support Group, Joint Base San Antonio-Fort Sam Houston, Texas. In that capacity, he serves as legal counsel to the 502d Force Support Group that provides support to 100 mission partners at historic Fort Sam Houston and Camp Bullis with worldwide, hemispheric, and regional missions. He provides enhanced legal services supporting more than 39,000 military, civilian, dependent, and retiree personnel from all branches of service. Additionally, the legal office supports the 502d Air Base Wing Commander in his role as the special court-martial convening authority.



Mr. Kincaid is a native of San Marcos, Texas. He was commissioned as a U.S. Army Reserve Judge Advocate in 2005. He entered civilian government service in 2008 as a legal assistance attorney for the Office of the Staff Judge Advocate Fort Sam Houston. He is member of the State Bar of Texas and admitted to practice law before the Supreme Court of Texas. Prior to government service, he practiced law in San Antonio, Texas. Mr. Kincaid is married to Dana Kincaid and they have two children.

## EDUCATION

- 1992 Bachelor of Science, Resource and Environ. Management, Texas State University, San Marcos, TX
- 1996 Juris Doctor, Oklahoma City University School of Law, Oklahoma City, OK

## ASSIGNMENTS

1. February 2006 – March 2007, Legal Assistance Attorney, Air Defense and Artillery Center and Fort Bliss, El Paso, TX
2. April 2007 – August 2008, Military Justice, Office of the Staff Judge Advocate, U.S. Army Reserve Command, Fort McPherson, GA
3. May 2008 – April 2011, Legal Assistance Attorney, Army Medical Department Center and School, Fort Sam Houston, TX  
(October 2009 – April 2010, Assistant Staff Judge Advocate, Joint Task Force 435, Kabul, AF)
4. April 2011 – Present, Legal Assistance Attorney, 502d Force Support Group (formerly 502d Mission Support Group), JBSA-Fort Sam Houston, TX

## MAJOR AWARDS AND DECORATIONS

Joint Service Commendation Medal  
Army Commendation Medal with four oak leaf clusters  
Afghanistan Campaign Medal with Campaign Star  
NATO Afghanistan Service Medal  
Army Reserve Components Achievement Medal

**Carlton T. Kincaid**

Army Service Ribbon  
Overseas Service Ribbon  
Armed Forces Reserve Medal with M Device  
Joint Meritorious Unit Award

(Current as of December 2013)

**Carlton T. Kincaid**

# BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

## Background

1. Name of charter school on whose Board of Directors you serve Ki Charter Academy
2. Full name CARLTON T. KINCAID  
Home Address 112 HIDDEN FOREST, LA VERNIA, TX 78121  
Business Name and Address 502d FSS/JA, JBSA-FSH, TX  
Phone Number 210-887-9889  
E-mail address [REDACTED]
- Resume and professional bio are attached here.  
 Resume and professional bio are attached elsewhere in the application (indicate Attachment number). \_\_\_\_\_
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.  
 Does not apply to me  Yes

- 
4. What was your motivation to serve on the board of the proposed charter school?  
I am looking to serve in the San Marcos community.
  5. What is your understanding of the appropriate role of a public charter school board member?  
To provide guidance to the organization and help them meet their mission.
  6. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g. other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.  
20+ years of service as an advisor to a national collegiate fraternity. I am the Charter representative to Boy Scout Troop #118. I work as a Judge Advocate advising commanders in both the US Air Force and the US Army Reserve.
  7. Describe the specific knowledge and experience that you would bring to the board.  
I worked at the San Marcos Treatment Center while I was attending college at SWT (now Texas State) and I saw the challenges that residential treatment facility students face. I'm married to a public high school teacher with over 20 years experience (composite science and special education certified).

## School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?  
Ki Charter Academy seeks to teach children (of multiple learning abilities) who are enrolled in a residential treatment facility.
2. What is your understanding of the school's proposed educational program?  
The educational plan will focus on career skills to help the student achieve success when they complete their residential treatment and return to their home of record.
3. What do you believe to be the characteristics of a successful school?  
To me, successful schools provide education to ALL students enrolled, each according to their abilities. The best schools communicate their educational vision to the student's parents and the community at large.
4. How will you know that the school is succeeding (or not) in its mission?

Feedback from the community, the staff, and the parents will validate successes and indicate areas in need of improvement.

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### Governance

1. Describe the role that the board will play in the school's operation.  
Operate IAW the rules established in Texas Education Code Sec. 12.121; the board is ultimately responsible for the management, operation, and accountability of the charter school.

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  2. How will you know if the school is successful at the end of the first year of operation?  
The board will likely establish performance standards for the staff and the students alike; a thorough review of those standards will indicate success or failure.

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  3. How will you know at the end of four years of the school is successful?  
Annual performance reviews, taken together over the long term, will reflect a record of steady improvement or highlight failures.

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  4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?  
I do not know at this time, we have yet to meet in person.

---

  5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?  
I would first speak to the board member(s) and give them the opportunity to correct their behavior. If they refused, I would bring the matter to the board in a closed session.
- 

### Disclosures

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

---

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

---

3. Indicate whether you (or your spouse) know anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  
 I / we do not know any such persons  Yes

---

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the school does not intend to contact with an education service provider or school management organization.  
 I / we do not know any such persons  Yes

---

5. If the school plans to contract with an education service provider, indicate if you, your spouse or



other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A  I / we or my family do not anticipate conducting any such business  Yes

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

Does not apply to me, my spouse or family  Yes

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

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

None.

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

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

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

None.

10. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

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

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

None.

11. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or within the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

Yes  No If so, give details.

12. Will any relative(s) within the third degree of consanguinity or affinity (See definitions in Question 14 above.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes  No If so, give details.

13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure?

Yes  No If so, give details.

**Certification**

I, Carlton T. Kincaid, 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.

Carlton T. Kincaid  
Signature

2/14/2014  
Date

**VERIFICATION**

State of Texas

County of Bexar

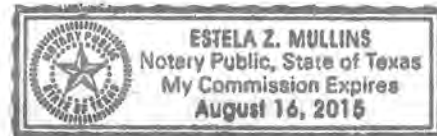
On this day, Carlton T. Kincaid (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 14 th day of February 2014.

(Notary Public) 

My commission expires 08-16-2015

(SEAL)



## Trinidad San Miguel, Ed.D.

**HOME ADDRESS:** 711 Landon Lane  
Austin, Texas 78705

**TELEPHONE:** (512) 653-5984 (C)

**EDUCATION:** 1996 - Doctor of Education - University of Texas at Austin  
1981 - Master of Education - University of Houston-Victoria  
1977 - Bachelor of Arts - Southwest Texas State University

**CERTIFICATIONS:** 2004 - Standard English as a Second Language  
1995 - Professional Superintendent  
1981 - Professional Mid-Management Administrator  
1981 - Professional Supervisor  
1977 - Provisional High School – History & Spanish

**EXPERIENCE:** August 2012 to December 2012-Lecturer  
The University of Texas at Austin  
Educational Administration

September 2011 to Present-Professional Service Provider  
Palo Duro High School (Amarillo ISD)  
Academically Unacceptable (Math & Science-African American)  
Missed AYP 2012 (Reading-Hispanic and Economically Disadvantaged)

September 2011 to Present-Professional Service Provider  
Pampa High School (Pampa ISD)  
Academically Unacceptable (Math-All Students, Hispanics and  
Economically Disadvantaged)  
Missed AYP 2012 (Reading-All Students, Hispanic, White, Economically  
Disadvantaged & LEP; Math-All Students, Hispanic, White, Economically  
Disadvantaged & LEP)

September 2011 to Present-Professional Service Provider  
Pampa High School (Pampa ISD)  
Academically Unacceptable (Science-Hispanic)  
Missed AYP 2012 (Reading-All Students, Hispanic, White, Economically  
Disadvantaged & Special Education; Math-All Students, Hispanic, White,  
Economically Disadvantaged, Special Education & LEP)

November 2010-August 2011-Learning Coach  
American Quality Productivity Council/CATALYST  
Facilitate learning for six (6) principals in Texas

August 2010 to Present-Professional Service Provider  
Oak Meadows Elementary School (Manor ISD)  
Academically Unacceptable (Reading-Hispanic and Economically  
Disadvantaged). Met Required Improvement for Reading-Hispanic and  
Economically Disadvantaged.

2<sup>nd</sup> Year Academically Unacceptable (Science-Hispanic and Math-African American)

August 2010 to March 2011-External Technical Assistance Team Member  
Blanco High School (Blanco ISD) Pre-AU (Math-Hispanic)  
Met absolute standard

August 2009 to June 2010-Learning Coach  
American Quality Productivity Council/Texas Principal Excellence Program  
Facilitate learning for seven (7) principals in the west Texas area

September 2009 to August 2011-External Campus Intervention Team Member  
Rocksprings High School (Rocksprings ISD)  
Academically Unacceptable (Math-Economically Disadvantaged and Hispanic)  
Improved to Academically Acceptable

December 2009 to 2010-External Technical Assistance Team Member  
Stony Point High School (Round Rock ISD)  
Pre-Academically Unacceptable (Math-African American)  
Improved to Recognized

August 2008 to May 2010-Adjunct Professor  
Concordia University Texas  
Educational Administration

December 2008 to August 2009 External Technical Assistance Team Member  
McNeil High School, Round Rock High School and Stony Point High School  
(Round Rock ISD)  
Pre-Academically Unacceptable (Completion Rate for all 3 high schools  
and Math for Round Rock High School). July 2009 Ratings: McNeil High  
School-Recognized, Round Rock High School and Stony Point High  
School-Academically Acceptable

February 2008 to August 2009 External Campus Intervention Team Member  
Lexington High School (Lexington ISD)  
Academically Unacceptable (Math-Economically Disadvantaged)  
Improved to Academically Acceptable

February to August 2008 External Campus Improvement Team Member  
Jarrell High School (Jarrell ISD)  
Academically Unacceptable (Math-Hispanic and Economically  
Disadvantaged & Science-Economically Disadvantaged)  
Improved to Recognized

July 2007 to January 2008 & Summer II 2008-Lecturer  
The University of Texas at Austin  
Educational Administration

October 2006 to December 2010-Consultant  
The University of Texas at Austin and Austin Independent School District  
Principal Assessment Center and Mentoring Services

August 2001 to May 2003-Lecturer  
The University of Texas at Austin  
Educational Administration

August 2000 to Present-Adjunct Professor  
Texas State University-San Marcos  
Educational Administration and Psychological Services

August 2000 to August 2006 Education Specialist  
Education Service Center, Region XIII  
Leadership Development and Assessment

January 2000 to August 2000-Assistant Professor  
Southwest Texas State University  
Educational Administration and Psychological Services

August 2000 to August 2006 Education Specialist  
Education Service Center, Region XIII  
Leadership Development and Assessment

September 1995 to December 1999 Coordinator  
Educator Preparation Improvement Initiative (EPII)  
State Board for Educator Certification/Education Service Center, Region  
XIII

January 1993-August 1995 Director of Programs  
Texas School Improvement Initiative (TSII) Director  
Texas Education Agency  
Division of Accountability Development, Training and Support

July 1990-December 1993 Education Specialist  
Texas Education Agency  
Division of Accreditation/Office of Accountability: Unit 3/Large District  
Unit

July 1989-June 1990 Principal  
Victoria Independent School District  
William H. Smith Elementary School

June 1986-June 1989 Assistant Principal for Instruction  
Victoria Independent School District  
Patti Welder Intermediate School

June 1985-June 1986 Assistant Principal for Discipline  
Victoria Independent School District  
Victoria Stroman High School

January 1983-June 1985 Assistant Principal for Curriculum  
Victoria Independent School District  
Victoria Stroman High School

1981, 1983, 1985 Summer School Principal  
Victoria Independent School District  
Victoria Stroman High School

January 1981-December 1983 Assistant Principal for Student Activities  
Victoria Independent School District  
Victoria Stroman High School

August 1977-December 1980 Spanish/American History Teacher  
Victoria Independent School District  
Victoria Stroman High School

### **Publications/Papers**

Resident Teachers Involved in Action Research  
American Educational Research Association, San Francisco, CA (May  
2013). Supervised & Served as the Discussant 3 Resident Teachers from

Texas State University-San Marcos

Building Instructional Leaders' Capacity to Deliver Constructive Feedback to Teachers (2006) *Journal of Personnel Evaluation in Education*, Co-written with Dr. Martha Ovando

Assistant Principals and Principals Involved in Action Research American Educational Research Association, Montreal, Canada (April 2005). Supervised & Sponsored 5 Interns from the Education Service Center, Region XIII Principal Alternative Certification Program

Accountability: Using Data for School Improvement (Chapter appears in a book, *Educational Leadership: Changing Schools, Changing Roles*, by Judy Reinhartz and Don Beach. (Spring 2004)

Instructional Leadership: Delivering Constructive Feedback to Enhance Teaching and Learning American Educational Research Association, San Diego, CA. (April 2004). Co-Written & Presented with Dr. Martha N. Ovando

Accountability System for Educator Preparation: Standards, Data Analysis, and Continuous Improvement (Chapter appears in a book, *Encyclopedia of Standards*, edited by Joe L. Kincheloe and Danny Weil, Fall 2001)

Pre-Kindergarten- 16 Educational Accountability System: The Lone Star State's Response and Is Anyone Listening? American Educational Research Association, New Orleans, LA. (April 2000). Co-Written & Presented with Dr. Ruben Garza and Mr. Warren Gibbs

#### **DISSERTATION**

The Influence of the State-Mandated Accountability System on the School Improvement Process in Selected Texas Elementary Schools, 1996

#### **SPECIALIZED TRAINING**

Certified as a Professional Service Provider for the State of Texas, July 2010

Certified as a Coaching for Results Learning Coach, May 2010

State Trainer for Trainers of Instructional Leadership Development (ILD) and

Professional Development and Appraisal System (PDAS) (ESC, Region XIII; 2006)

Certified as a Director of Assessment Centers for Principal Assessment of Leadership Skills (PALS) and trained as a PALS Assessor and Feedback Specialist (ESC, Region XIII; 2006)

Certified as a Director of Assessment Centers for Principal Individual Assessment (PIA) and trained as a PIA Assessor and Feedback Specialist (ESC, Region V; 2003)

Certified as a Director of Assessment Centers for Development Assessment Center (DAC) and trained as DAC Assessor and Feedback Specialist (National Association for Secondary School Principals; 2001)

Certified as a Director of Assessment Centers for School Administrators Skills (SASA) and trained as a SASA Assessor and Feedback Specialist (Texas Principals Leadership Initiative; 2000)

State Trainer of Trainer for Instructional Leadership Development and Professional Development and Appraisal System (ILD & PDAS; 2000 & 2006)

Trainer of Texas Essential Knowledge and Skills (TEKS) for Leaders (1998)

**COMMUNITY SERVICE:**

Mentored 9<sup>th</sup> grade student during the 2012-13 school year at Reagan High School-Austin ISD

Volunteer at Christopher House, Austin, TX, 1997

Texas Education Agency-Hispanic Employees Association, 1992-2002



## BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

### Background

1. Name of charter school on whose Board of Directors you serve Ki Charter Academy
2. Full name Dr. Trinidad San Miguel  
Home Address 711 Landon Ln., Austin, TX 78705  
Business Name and Address \_\_\_\_\_  
Phone Number 512-653-5984  
E-mail address [REDACTED]

- Resume and professional bio are attached here.  
 Resume and professional bio are attached elsewhere in the application (indicate Attachment number). \_\_\_\_\_
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.  
 Does not apply to me  Yes  
Austin Partners in Education (APIE)

4. What was your motivation to serve on the board of the proposed charter school?  
This group of students deserve to have a school that will need all of their needs. I truly believe this school can serve these students well.

5. What is your understanding of the appropriate role of a public charter school board member?  
The role of the board members is to set policy and assist the school employees carry out the mission and vision of the school. Let the professionals do their work and support them as needed.

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

Currently, I serve on the Austin Partners in Education (APIE) board of directors. As a board member, we make policy, advice the executive director on appropriate matters, approve the annual budget and board meeting minutes and review and approve an evaluation report of the program.

7. Describe the specific knowledge and experience that you would bring to the board.  
In addition to serving on the APIE board, I have served as a teacher, assistant principal and principal in a public school system, as a Professional Server Provider for 7 years to numerous schools that have not met the state accountability system and as an adjunct professor in the Principal Program at Texas State University, The University of Texas at Austin, Concordia University-Texas and Texas A&M University-Central Texas.

### School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?  
My understanding of the school's mission is to educate the students based on their Individual Education Plan (IEP) and have students obtain 21<sup>st</sup> Century knowledge and skills. The guiding

beliefs are to serve the child academically, socially and emotionally and to ensure the child can function in society and their home school.

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

The school's proposed educational program is in accordance with the state and federal education laws and rules. In addition, the school is responsible to ensuring that each child is making academic progress and will be able to be a contributing member of society.

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

The characteristics of a successful school are the following: strong instructional leadership is present, caring educators, educators who work collaboratively to ensure a strong educational program is provided, safe and orderly learning environment, data-driven decision making process, monitoring of student performance and having a strong working relationship with parents and others who have an interest in the students.

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

I will know the school is succeeding by reviewing student performance each instructional period, are students making progress from one assessment to other and are students enjoying their school and the people who work with them.

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### **Governance**

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

The board should have a limited role in the direct operations of the school. The principal and superintendent should ensure the school is in compliance with state and federal laws and rules. Board members should go through proper protocol if there are any questions regarding the school's operation.

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

The school has identified goals/objectives for the first year of operation. Qualitative and quantitative data should be collected to determine the level of success.

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

A strategic plan, 3 to 5 years in range, should be developed by all stakeholders and monitored on a yearly basis. Goals/objectives for each year should be monitored by collecting data annually to determine the level of success.

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

The charter school board should receive training on the role and responsibilities of a charter school board member. Board should abide by them. The board should ask the superintendent and principal of the charter school to report on the status of the educational and financial programs, as well as the status of the campus improvement plan and strategic plan.

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

I would bring the matter to the individual first to make sure I have my facts correct.

Sometimes, just talking to the person(s) may clear-up any misunderstandings on my part. If I was not satisfied, I would follow procedures as outlined in policy.

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**Disclosures**

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

I / we do not know these individuals  Yes

I know Dr. Ruben Garza. We have been friends for 40 years.

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2. Indicate whether you (or your spouse) know any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

I / we do not know any such employees  Yes

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3. Indicate whether you (or your spouse) know anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons  Yes

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If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

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

I / we do not know any such persons  Yes

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5. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A  I / we or my family do not anticipate conducting any such business  Yes

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

Does not apply to me, my spouse or family  Yes

7. List all business or organizations of which you are a partner or in which you have a majority interest.

San Miguel Consulting

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

None.

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

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

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

10. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

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

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

11. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or within the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

Yes  No If so, give details.

12. Will any relative(s) within the third degree of consanguinity or affinity (See definitions in Question 14 above.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes  No If so, give details.

13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure?

Yes  No If so, give details.

### Certification

I, \_\_\_\_\_Trinidad San Miguel\_\_\_\_\_, 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.

Trinidad San Miguel

Signature

2/12/14

Date

**VERIFICATION**

State of Texas

County of Travis

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

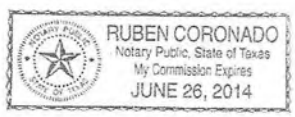
Subscribed and sworn to before me this 12 day of

Feb, 2014.

(Notary Public) R Coronado

My commission expires 06-26-14

(SEAL)



# TEXAS STATE VITAE

## I. Academic/Professional Background

### A. Rubén Garza, PhD

**Associate Professor**

**Secondary Undergraduate Coordinator**

### B. Educational Background

<i>Degree</i>	<i>Year</i>	<i>University</i>	<i>Major</i>	<i>Thesis/Dissertation</i>
PhD	2001	University of Texas at Austin	C&I	Functional Feedback: A Cognitive Approach to Mentoring
Summer Study	1985	La Universidad Complutense de Madrid, España	Spanish Language and Literature	
MA	1982	University of Texas at Austin	Foreign Language Education Curriculum	Report: Code-Switching in a Spanish Language High School Classroom of Spanish/English Bilinguals
Summer Study	1977	Columbia College, Columbia, MO	English Literature	
BA	1977	Southwest Texas State University	Speech & Spanish	

### C. University Experience

<i>Position</i>	<i>University</i>	<i>Dates</i>
Associate Professor	Texas State University – San Marcos	2010-present
Director, Teaching Residency Program	Texas State University – San Marcos	2010-2012
Secondary Undergraduate Coordinator	Texas State University – San Marcos	2005-present
Assistant Professor	Texas State University – San Marcos	2004-2010
Adjunct Professor	Texas State University – San Marcos	2002-2004

### D. Relevant Professional Experience

<i>Position</i>	<i>Entity</i>	<i>Dates</i>
Secondary Education Specialist	Education Service Center Region XIII, Austin, TX	2000 – 2004

Elem./Sec. Education Specialist	Education Service Center Region XIII, Austin, TX	1999-2000
Education Consultant	Education Service Center Region XIII, Austin, TX	1997-1999
Spanish Instructor	Austin Community College, Austin, TX	1990-1997
Spanish Teacher	James Bowie High, Austin ISD	1988-1997
Graduate Assistant	Southwest Texas State University, Dept. of Modern Languages	Summer 1989
Chairperson/Spanish/English Teacher	Crockett High School, Austin ISD	1977-1988
Elective Teacher	St. Edward's University, Austin, TX	Summer 1978 and 1979

E. Other Professional Credentials (licensure, certification, etc.)

Candidate Support Provider Online Course, National Board for Professional Teaching Standards  
Texas Life Provisional Teaching Certificate in Spanish  
Texas Life Provisional Teaching Certificate in Speech  
Standard Classroom Teacher – English as a Second Language Supplement (6-12)

## II. TEACHING

### A. Teaching Honors and Awards:

Alumni Achievement Award, Texas State Alumni Association, 2012  
Presidential Award for Excellence in Teaching, College Nominee, Texas State University, 2012  
American Association of Hispanics in Higher Education nominee for Outstanding Latino/a Faculty:  
Service/Teaching in Higher Education (Teaching Institutions), 2011  
Presidential Award for Excellence in Teaching College Nominee, Texas State University, 2011  
Favorite Professor, Alpha Chi National College Honor Society, 2010  
Bureau of Education Research Award for Distinguished Teaching and Outstanding Contribution to  
the Education Profession, 2008  
Who's Who Among America's Teachers, 2007  
Texas State Alumni Association Teaching Award of Honor Nominee, 2007  
Presidential Award for Excellence in Teaching Runner Up, Texas State University, 2006

### B. Courses Taught:

Texas State University – San Marcos

#### *Undergraduate*

CI 4370 Classroom Management, Ethics, and Legal Issues in Secondary Education  
CI 4332 Secondary Teaching: Curriculum and Technology  
CI 4343 Instructional Strategies for the Secondary Teacher  
Spanish 4320 Beginning Spanish

University Seminar 1100

*Graduate*

CI 5306 Evaluative Techniques for the Classroom Teacher  
CI 5314 Human Growth and Development II  
CI 5363 Strategies for Improving Secondary Teaching  
CI 5370 Classroom Management, Discipline, and Legal Issues  
CI 5376 Field Practicum  
CI 5390 Research Seminar in Education

C. Graduate Theses/Dissertations, Honors Theses, or Exit Committees

Grader, Graduate Comprehensive Exams Fall, 2013  
Grader, Graduate Comprehensive Exams Summer, 2013  
Grader, Graduate Comprehensive Exams Spring, 2013

Honors Thesis Advisor, Honors Program, 2012  
Outside Member, Master's Thesis Committee – HHP, 2012  
Grader, Graduate Comprehensive Exams Fall, 2012  
Grader, Graduate Comprehensive Exams Summer, 2012  
Grader, Graduate Comprehensive Exams Spring, 2012

Outside Member, Master's Thesis Committee – HHP, 2011  
Grader, Graduate Comprehensive Exams Fall, 2011  
Grader, Graduate Comprehensive Exams Summer, 2011  
Grader, Graduate Comprehensive Exams Spring, 2011

Outside Member, Master's Comprehensive Exam Committee – Engineering Technology, 2010  
Grader, Graduate Comprehensive Exams Fall, 2010  
Grader, Graduate Comprehensive Exams Spring, 2010

Outside Member, Dissertation Committee – Educational Administration, UT at Austin, 2009  
Chair, Master's Thesis Committee – Curriculum & Instruction, 2009  
Outside Member, Master's Thesis Committee – History, 2009  
Outside Member, Master's Thesis Committee – HPER, 2009  
Grader, Graduate Comprehensive Exams Fall 2009  
Grader, Graduate Comprehensive Exams Summer II, 2009  
Grader, Graduate Comprehensive Exams Summer I, 2009  
Grader, Graduate Comprehensive Exams Spring, 2009

Grader, Graduate Comprehensive Exams Fall, 2008  
Grader, Graduate Comprehensive Exams Summer, 2008  
Grader, Graduate Comprehensive Exams Spring, 2008

Grader, Graduate Comprehensive Exams Spring, 2007  
Grader, Graduate Comprehensive Exams Summer, 2007  
Grader, Graduate Comprehensive Exams Fall, 2007



Outside Member, Master's Comprehensive Exam Committee – Occupational Education, 2006  
Grader, Graduate Comprehensive Exams Spring, 2006  
Grader, Graduate Comprehensive Exams Summer, 2006  
Grader, Graduate Comprehensive Exams Fall, 2006

Outside Member, Master's Thesis Committee – Science, 2005  
Grader, Graduate Comprehensive Exams Spring, 2005  
Grader, Graduate Comprehensive Exams Summer, 2005  
Grader, Graduate Comprehensive Exams Fall, 2005

Grader, Graduate Comprehensive Exams Fall, 2004  
Outside Member, Oral Master's Thesis Defense Committee – Agriculture, 2004

D. Courses Prepared and Curriculum Development:

*Undergraduate*

CI 4370 Classroom Management, Ethics, and Legal Issues in Secondary Education  
CI 4332 Secondary Teaching: Curriculum and Technology  
CI 4343 Instructional Strategies for the Secondary Teacher  
Spanish 1420 Beginning Spanish  
University Seminar

*Graduate*

CI 5306 Evaluative Techniques for the Classroom Teacher  
CI 5314 Human Growth and Development II  
CI 5363 Strategies for Improving Secondary Teaching  
    CI 5363 Dynamics of Secondary Teaching, on-line course curriculum  
    development  
CI 5370 Classroom Management, Discipline, and Legal Issues  
    CI 5370 Classroom Management, Discipline, and Legal Issues, on-line course  
    curriculum development  
CI 5376 Field Practicum  
CI 5390 Research Seminar in Education

E. Funded External Grants and Teaching Contracts – NA

F. Submitted, but not Funded External Grants and Teaching Contracts – NA

G. Funded Internal Grants and Teaching Contracts – NA

H. Submitted, but not Funded Internal Grants and Teaching Contracts – NA

I. Other

Professional Development

Differentiation Institute, Teaching with Poverty in Mind, ESC Region XIII, Austin, TX 2014

Creating Interactive Multimedia Posters with Glogster, Teacher Education Forum, Texas State  
University, San Marcos, 2013

Your IRB Application: Informed Consent Isn't Just a Form, Texas State University, San Marcos, 2013

Preparing Teachers in the Rapidly Changing Era of State Accountability Assessments (STAAR & EOC), San Marcos Activity Center, San Marcos, 2013

Using Online Discussions Effectively, Texas State University, San Marcos, 2013

Building Faculty Credentials and Documentation for Promotion, Texas State University, San Marcos, 2013

College Students with Learning Disabilities: Legal Requirements and best Practices for Teaching, Texas State University, San Marcos, 2013

Examining Results of Student Learning Outcomes Assessment, Texas State University, San Marcos, 2013

Fulbright: An Overview of the Process, Texas State University, San Marcos, 2013

WP Personal Websites Faculty Training, Texas State University, San Marcos 2013

Student Learning Outcomes: Revising Outcomes and Methods, Texas State University, San Marcos, 2012

US1100, PACE, and e-Portfolio, Texas State University, San Marcos, 2012

SLOAN-C Google+ as a Tool for Collaborative Learning, Texas State University, San Marcos, 2012

SLOAN-C Power Tools for the Power User, Texas State University, San Marcos, 2012

Tech Tools-Building Online Communities, Texas State University, San Marcos, 2012

Tech Tools-Using an iPad (or other tablet) for Teaching and Learning, Texas State University, San Marcos, 2012

Selecting and Developing the Best Candidates: Building a Community of Practice for Teacher Educators, Pre-conference workshop, AACTE, Chicago, IL, 2012

Instructional Coaching Institute, ESC Region XIII, Austin, TX 2011

Power of 2 Co-Teaching, ESC Region XIII, Austin, TX, 2011

Tech Tools-Using an iPad (or other tablet) for Teaching and Learning, Texas State University, San Marcos, 2011

Drag and Drop Workshop, Texas State University, San Marcos, 2011

Mobile Learning, TIDE Summer Institute, Texas State University, San Marcos, 2011

Best Practices in Multicultural Curriculum Transformation – guest lecture, Multicultural Institute, Texas State University, San Marcos, 2011

Differentiation Institute 2011: Accepting the Challenge with Carolyn Chapman, ESC Region XIII, Austin, TX, 2011

NVivo Training, Texas State University, San Marcos, TX, 2010

English Language Learner Institute, ESC Region XIII, Austin, TX, 2010

Turnitin Webinar, Texas State University, San Marcos, 2010

Microsoft Institute for Pre-service Teachers Workshop, Texas State University, San Marcos, TX, 2010

Motivating the Unmotivated: Practical Strategies for Teaching the Hard-to-Reach Student, Austin, TX, 2010

Primer in Correlation and Regression, Texas State University, San Marcos, TX, 2009

Getting Started with SPSS, Texas State University, San Marcos, TX, 2009

Digital Story Telling, Advanced Institute, Texas State University, San Marcos, TX, 2009

TRACS-Learning Modules, Texas State University, San Marcos, TX, 2008

Hybrid Course Workshop, Texas State University, San Marcos, TX, 2008

Adobe Connect, Texas State University, San Marcos, TX, 2008

Participant, Mentor/Mentee Scholar Initiative, Texas State University, San Marcos, TX, 2007

Grant Writing Workshop (6 Sessions), Texas State University, San Marcos, TX, 2007

Building Survey in MR Interview, Texas State University, San Marcos, TX, 2007

Getting Started with SPSS, Texas State University, San Marcos, TX, 2007

Participant, Mentor/Mentee Scholar Initiative, Texas State University, San Marcos, TX, 2006

Excel Basics, Texas State University, San Marcos, TX, 2005

Teaching and Learning monthly sessions, Texas State University, San Marcos, TX, 2004-2005

Advanced PowerPoint, Texas State University, San Marcos, TX, 2004

Video Digitizing for Web and PowerPoint, Texas State University, San Marcos, TX, 2004

Video Editing for CD/DVD, Texas State University, San Marcos, TX, 2004

7 Habits of Highly Effective People, Texas State University, San Marcos, TX, 2004

### III. SCHOLARLY/CREATIVE

#### A. Works in Print

##### 1. Books (if not refereed, please indicate)

a. Scholarly Monographs: NA

b. Textbooks: NA

c. Edited Books: NA

d. Chapters in Books: Not refereed – NA

##### e. Creative Books:

Garza, R. (2011) *Accelerating Your Spanish Language Instruction: Interactive, High-Engagement Activities that Increase Your Students' Use of the Spanish Language*. Bellevue, WA: Bureau of Education & Research.

Garza, R. (2010) *Best Practices for Teaching Spanish: Increasing Student Motivation and Achievement*. Bellevue, WA: Bureau of Education & Research.

Garza, R. (2009) *Best Practices for Teaching Spanish: Increasing Student Motivation and Achievement*. Bellevue, WA: Bureau of Education & Research.

Garza, R. (2008) *Best Practices for Teaching Spanish: Increasing Student Motivation and Achievement*. Bellevue, WA: Bureau of Education & Research.

Garza, R. (2007) *Best Practices for Teaching Spanish: Increasing Student Motivation and Achievement*. Bellevue, WA: Bureau of Education & Research.

Garza, R. (2006) *Best Practices for Teaching Spanish: Increasing Student Motivation and Achievement*. Bellevue, WA: Bureau of Education & Research.

## 2. Articles

### a. Refereed Journal Articles:

- Garza, R., & Harter, R. (accepted). Perspectives from pre-service mathematics and science teachers in an urban residency program: Characteristics of effective mentors. *Education and Urban Society*.
- Garza, R., & Huerta, M. E. S. (in press). Latino high school students' perceptions of caring: Keys to success. *Journal of Latinos in Education*
- Garza, R., & Werner, P. (in press). Preparing mathematics and science teachers through a residency program: perceptions and reflections. *Teaching Education*.
- Garza, R., Duchaine, E., & Reynosa, R. (in press). Preparing secondary STEM teachers for high need schools: Challenges of an urban residency program. *Teacher Education and Practice*.
- Garza, R., Williams, A., Fite, K., & Blythe, T. (in press) Caring for students: What teachers have to say. *International Scholarly Research Network Education*.
- Garza, R. (2012). Initiating opportunities to enhance pre-service teachers' pedagogical knowledge: Perceptions about mentoring at-risk adolescents. *Urban Learning, Teaching, and Research*, 8, 26-35.
- Garza, R., & Ovando, M. N. (2012) Pre-service teachers' connections of pedagogical knowledge to mentoring at-risk adolescents: Benefits and challenges. *Mentoring and Tutoring: Partnership in Learning*, 20(3), 343-360.
- Garza, R. (2010-2011). Transitioning to a culturally responsive field-based model for educator preparation. *Curriculum and Teaching Dialogue*, 13(2), 49-68.
- Garza, R., Ovando, M., & Seymour, C. (2010). Latino and White students' perceptions of a caring teacher: Do gender and ethnicity matter? [Electronic Version ]. *Current Issues in Education*, 13(1).
- Assaf, L., **Garza, R.**, & Battle, J. (2010). Multicultural teacher education: Examining the perceptions, practices, and coherence in one teacher preparation program. *Teacher Education Quarterly*, 37(2), 115-135.
- Garza, R. (2009). Improving mentoring for beginning teachers: Is functional feedback a viable means? *Journal of the National Association for Alternative Certification*, 4(2), 40-56.  
<http://www.jnaac.com/index.php/test/issue/view/4/showToc>
- Garza, R. (2009). Latino and white high school students' perceptions of caring behaviors: Are we culturally responsive to our students? *Urban Education*, 44(3), 297-321.
- Garza, R., Ramirez, A., & Ovando, M. (2009). What motivates mentors to volunteer? Experienced teachers' perceptions about their characteristics and skills. [Electronic Version]. *International Journal of Educational Leadership Preparation*, 4(4).
- Garza, R., Ryser, G., & Lee, K. (2009). Illuminating adolescent voices: Identifying high school students' perceptions of caring behaviors. *Academic Leadership Online Journal*, 7(4).  
<http://contentcat.fhsu.edu/cdm/compoundobject/collection/p15732coll4/id/420/rec/1>
- Lee, K. S., Summers, E. J., & **Garza, R.** (2009). Effects of case-based learning on preservice secondary teachers' multicultural attitudes: A mixed methods study. *Academic Leadership Online Journal*, 7(1).
- Garza, R., Ovando, M., & Ramirez, A. (2008). Expectations of mentoring: Novice teachers' voices. *School Leadership Review*, 3(3), 7-40.

- Mottet, T. P., **Garza, R.**, Beebe, S. A., Houser, M. L., Jurrells, S., & Furler, L. (2008). Instructional communication predictors of ninth-grade students' affective learning in math and science. *Communication Education, 57*(3), 333-355.
- Garza, R. (2007). She teaches you like if she were your friend: Latino high school students describe a caring teacher. *Journal of Border Educational Research, 6*(1), 81-92.
- Assaf, L., & **Garza, R.** (2007). Making magazine covers that visually count: Learning to summarize with Technology. *International Reading Association, 60*(7), 678-680.
- Garza, R. (2005). Enhancing learning for foreign language student teachers through feedback: Why is the cooperating teacher's voice missing? *Texas Foreign Language Association Bulletin, 52*(3), 41-52.
- Bond, N., & **Garza, R.** (2005). From theory to practice: An analysis of transfer in a beginning foreign language teacher's instruction. *Texas Papers in Foreign Language Education, 9*(1), 23-42.
- Garza, R. (2001). A reflection of the past: Desegregation in Goliad Texas. *American Educational History Journal, 28*, 111-118.

#### b. Non-refereed Articles

- Garza, R. (2006, October). Latino high school students describe the best way to care for them. [Electronic Version]. *Teachers of Color, 1*(2), 15-18.
- Garza, R. (2001). A new kind of student equals a new kind of educator. *Texas Foreign Language Association Bulletin, 12*(2), 2-3.
- San Miguel, T., Garza, R., & Gibbs, W. (2000). *Pre-kindergarten-16 educational accountability system: The lone star state's response and is anyone listening?* (ERIC Document Reproduction Service No. 445028)

#### 3. Conference Proceedings

- a. Refereed Conference Proceedings: NA
- b. Non-refereed: NA

#### 4. Abstracts:

5. Reports: NA
6. Book Reviews: NA

#### 7. Other:

- Assaf, L. C. (2007). *Literacy teachers educators' ideological discourses about diversity: Looking at one field-base teacher preparation program*. Final Report for CREATE Grant on Multicultural Teacher Education. **(assisted in collecting data for this report)**
- Garza, R. (2004). A short story newscast. *Texas Foreign Language Association Newsletter, 51*(3), 23-24.

#### B. Works in Print

1. Papers Presented at Professional Meetings

- Garza, R., & Smith, S. (2013). *Capturing Preservice Teachers' Reflective Practice Through Blogging: Transitioning from Student to Professional*. Paper Presented for the annual meeting of the American Association for Teaching and Curriculum, Chicago, IL.
- Garza, R. Duchaine, E., & Reynosa, R. (2013). *Mentoring preservice teachers in an urban residency program: Perceptions of their experiences*. Paper presented for the annual meeting of American Educational Research Association, San Francisco, CA.
- Garza, R., Duchaine, E., & Reynosa, R. (2013). *Preparing secondary mathematics and science teachers for high need schools through a teacher residency model: Innovations, Challenges, and successes*. Symposium conducted for the annual meeting of American Association for Colleges of Teacher Education, Orlando, FL.
- Garza, R., Werner, P., & Wendler, L. (2013). *From student to professional: Preservice Teachers' self-perceptions*. Paper presented for the annual meeting of American Association for Colleges of Teacher Education, Orlando, FL.
- Garza, R., Harter, R., Duchaine, E., & Reynosa, R. (2012). *Recruiting, Preparing, and Retaining High Quality Teachers: One Residency Program's Innovative Approach*. Paper presented at the Annual Meeting of the Consortium of State Organizations for Texas Teacher Education Austin, TX.
- McDonald, D., Ortloff, D., **Garza, R.**, & West, S. (2012). *Resonating Realness Through Pedagogy—What Does Authentic Teaching Look Like and Feel?* Paper Presented for the annual meeting of the American Association for Teaching and Curriculum, San Antonio, TX.
- Garza, R., & Harter, R. (2012). *Characteristics of effective mentors: Perspectives from pre-service mathematics and science teachers in an urban residency program*. Paper presented for the annual meeting of American Educational Research Association, Vancouver, CA.
- Garza, R., & Pacer, D. (2012). *What's in it for me?: Pre-service teachers' perceptions about mentoring at-risk youth*. Paper presented for the annual meeting of American Educational Research Association, Vancouver, CA.
- Day, M., Goodwin, A. L., **Garza, R.**, & Robinson, J. (2012, February). Navigating the curricular, contextual, and human tributaries of residency program. In Sharon Judge (Chair), *Lessons learned about teacher residency models: Views from five teacher quality partnership grantees*. Symposium conducted at the annual meeting of American Association for Colleges of Teacher Education, Chicago, IL.
- Garza, R., & Werner, P. (2011). *Navigating the curricular, human, and contextual tributaries of a residency program*. Paper presented at the Annual Meeting of the Consortium of State Organizations for Texas Teacher Education Corpus Christi, TX.
- Garza, R. (2011). *Fostering pre-service teachers' pedagogical knowledge and skills through mentoring at-risk youth*. Paper Presented for the annual meeting of the American Association for Teaching and Curriculum, Denver, CO.
- Garza, R. (2011). *Pre-service teachers' perceptions about mentoring at-risk adolescents: Initiating opportunities to enhance pedagogical knowledge*. Paper presented for the annual meeting of American Educational Research Association, New Orleans, LA.
- Garza, R., Battle, J., & Assaf, L. (2011). *Practicing educators' perceptions about teaching diverse students: What is the reality?* Paper presented for the annual meeting of American Educational Research Association, New Orleans, LA.
- Pankratz, R., Goodwin, A. L., **Garza, R.**, & Judge, S. (2011, February). Texas state teaching residency for critical shortage areas. In Sharon Judge (Chair), *Launching a teacher residency*

- program: Views from five teacher quality partnership grantees.* Symposium conducted at the annual meeting of American Association for Colleges of Teacher Education, San Diego, CA.
- Garza, R. (2010). *Self-study: A culturally responsive field-based model for educator preparation.* Paper Presented for the annual meeting of the American Association for Teaching and Curriculum, St. Louis, MO.
- Garza, R. & Ovando, M. N. (2010). *Pre-service teachers' connections of pedagogical knowledge to mentoring at-risk adolescents: Lessons learned.* Paper presented for the annual meeting of American Educational Research Association, Denver, CO.
- Garza, R. (2009). *Latino high school students respond: This is how you care for me in school.* Paper presented for the first triennial conference on Latino Education and Immigrant Integration, Athens, GA.
- Garza, R., & Seymour, C. E. (2009). *Latino and White students' perceptions of teacher behaviors that convey caring: Do gender and ethnicity matter?* Paper presented for the annual meeting of American Educational Research Association, San Diego, CA.
- Garza, R. (2009). *A framework for a culturally responsive field-based model for educator preparation.* Ideas and Issues session presented at the 8<sup>th</sup> annual meeting of the Texas Chapter of the National Association for Multicultural Education, Prairie View, TX.
- Garza, R. (2008). *High School Students' Perceptions of Caring Behaviors: What do Their Voices Echo?* Paper Presented for the 15<sup>th</sup> annual meeting of the American Association for Teaching and Curriculum, Austin, TX.
- Lee, K. S., & Garza, R. (2008). *Use of instructional cases to effect change in pre-service secondary teachers' multicultural attitudes: A mixed methods approach.* Paper presented for the annual meeting of American Educational Research Association, New York, NY.
- Garza, R. (2007). *Latino students' voices add spice to the mix: Perceptions of teacher behaviors that convey caring.* Paper presented for the annual meeting of the American Association for Teaching and Curriculum, Cleveland, OH.
- Garza, R. (2007). *Latino and white high school students' perceptions of caring behaviors: are we culturally responsive to our students?* Paper presented for the annual meeting of American Educational Research Association, Chicago, IL.
- Garza, R., Ramirez, A., & Ovando, M. (2007). *Engaging in a mutual journey of learning: Why do experienced teachers aspire to become mentors?* Paper presented for the annual meeting of the American Educational Research Association, Chicago, IL.
- Garza, R. (2006). *Culturally responsive caring: Latino vs. White student perceptions.* Paper presented for the annual meeting of the American Association for Teaching and Curriculum, Charlotte, NC.
- Garza, R. (2006). *Listening to the voices of Latino students.* Paper presented for the Consortium of State Organizations for Texas Teacher Education, Corpus Christi, TX.
- Garza, R., Ovando, M., & Ramirez, A. (2006). *Mentoring promises and challenges: Teachers' voices.* Paper presented for the American Educational Research Association Conference, San Francisco, CA.
- Garza, R. (2002). *Functional feedback: A cognitive approach to mentoring.* Paper presented for the American Educational Research Association Conference, New Orleans, LA.
- Garza, R. (2001). *A reflection of the past: Desegregation in Goliad Texas.* Paper presented for the Midwest History of Education Society Conference, Chicago, IL.
- San Miguel, T., Garza, R., & Gibbs, W. (2000). *Pre-kindergarten-16 educational accountability system: The lone star state's response and is anyone listening?* Paper presented for the

## 2. Invited Talks, Lectures, Presentations

- Garza, R. (2013, November). *Fostering Active Engagement*. ED 3310, Public Education in America, Texas State University.
- Garza, R. (2013, October). *Telling a Story Through Qualitative Research*. CI 5313, Research Seminar in Education, Texas State University.
- Garza, R. (2013, October). *Qualitative Research: Dissecting a Manuscript*. CI 5390, Research Seminar in Education, Texas State University.
- Garza, R. (2013, August). *Culturally Proficient Instruction*. Graduate Athletic Trainers, Human and Health Performance, Texas State University.
- Garza, R. (2013, July). *Qualitative Research: The Interpretation of a Story*. CI 5313, Research Seminar in Education, Texas State University.
- Garza, R. (2013, April). *Games for Teaching Students with Disabilities*. SPED 5326, Educating Students with Mild Disabilities, Texas State University.
- Garza, R. (2013, March). *Keys to Active Engagement*. ED 3310, Public Education in America, Texas State University.
- Garza, R. (2013, March). *Qualitative Research: An Interpretive Story*. CI 5390, Research Seminar in Education, Texas State University.
- Garza, R. (2012, November). *Active Learning: Motivation and Engagement*. ED 3310, Public Education in America, Texas State University.
- Garza, R. (2012, October). *Qualitative Research: An Interpretive Inquiry*. CI 5390, Research Seminar in Education, Texas State University.
- Garza, R. (2012, August). *Culturally Responsive Teaching*. Graduate Athletic Trainers, Human and Health Performance, Texas State University.
- Garza, R. (2012, August). *The Secondary Block Experience*, OEP, Texas State University.
- Garza, R. (2012, August). *Strategies for Teaching Students with Disabilities: ZAP!*. SPED 5360, Survey of Exceptionality, Texas State University.
- Garza, R. (2012, July). *Qualitative Research: A Journey of Exploration and Interpretation*. CI 5313, Research Seminar in Education, Texas State University.
- Garza, R. (2012, June). *Qualitative Research: A Journey of Perseverance*. CI 5390, Research Seminar in Education, Texas State University.
- Garza, R. (2012, March). *Qualitative Research: Where Does the Journey Begin?* CI 5390, Research Seminar in Education, Texas State University.
- Garza, R. (2012, March). *Exploring Qualitative Research*. CI 5313, Research Seminar in Education, Texas State University.
- Garza, R. (2012, March). *Active Learning: Motivation and Engagement*. ED 3310, Public Education in America, Texas State University.
- Garza, R. (2011, December). *What Does it Mean to be Culturally Responsive?* Department of Human and Health Performance, Texas State University.
- Garza, R. (2011, November). *Caring for Adolescents*, CI 3310, Public Education in a Multicultural Society, Texas State University.
- Garza, R. (2011, October). *Tenure & Promotion*. Panel discussion for assistant professors, COE, Texas State University.
- Garza, R. (2011, October). *Keys to Motivation*. ED 3310, Public Education in America,



- Texas State University.
- Garza, R. (2011, September). *Qualitative Research: What, When, Where, Why, How?*. CI 5313, Research Seminar in Education, Texas State University.
- Garza, R. (2011, August). *Culturally Responsiveness*. Graduate Athletic Trainers, Human and Health Performance, Texas State University.
- Garza, R. (2011, June). *A Conversation with the Author*. CI 5390, Research Seminar in Education, Texas State University.
- Garza, R. (2011, June). *A Qualitative Research Journey*. CI 5313, Research Seminar in Education, Texas State University.
- Garza, R. (2011, March). *Conversating with the Author*. ED 5313, Research Seminar in Human Growth and Development, Texas State University.
- Garza, R. (2011, March). *Promoting Active Engagement*. ED 3310, Public Education in America, Texas State University.
- Garza, R. (2011, February). *Using Visuals to Tell a Story*. AP Spanish Class, Hays High School, Buda, TX.
- Garza, R. (2011, January). *Promoting Active Engagement in the Classroom*. Association for Childhood Elementary International, Texas State University.
- Garza, R. (2010, November). *Bringing Instruction to the Student*. ED 3310, Public Education in America, Texas State University.
- Garza, R. (2010, October). *Talpa*. AP Spanish Class, Hays High School, Buda, TX.
- Garza, R. (2010, May). *What does it mean to be a culturally responsive professional?* MED 5306, Ethics and the Teacher in Society, Concordia, University.
- Garza, R. (2010, April). *Keys to motivation*. ED 3310, Public Education in America, Texas State University.
- Garza, R. (2010, April). *"Conversating" with the author*. CI 5390, Research Seminar in Education, Texas State University.
- Garza, R. (2009, November). *The dynamics of caring for students*. Association for Childhood Elementary International, Texas State University.
- Garza, R. (2009, July). *Meet the author*. CI 5390, Research Seminar in Education, Texas State University.
- Garza, R. (2009, July). *Meet the author*. MED 5301, Teacher Effectiveness and Communication Techniques, Concordia, University.
- Garza, R. (2009, April). *Texas oral proficiency test familiarization*. CI 3332, Foundations Bilingual Block, Texas State University.
- Garza, R. (2009, April). *Non-verbal communication: What does it mean?* Texas Association of Future Educators, Hays High School, Buda, TX.
- Garza, R. (2009, April). *Non-verbal communication*. ED 3310, Public Education in America, Texas State University.
- Garza, R. (2009, February). *Teaching grammar in context: Competence vs. performance*. Foreign Language Teachers, Bowie High School, AISD.
- Garza, R. (2009, January). *Culturally responsive classroom management*. College Forward, Staff Development, Austin, TX.
- Garza, R. (2008, November). *Personalizing your teaching*. ED 3310, Public Education in America, Texas State University.
- Garza, R. (2008, November). *The millennial generation*. College Bound, Hays High School, Buda, TX.

- Garza, R. (2008, October). *Culturally responsive classroom management*. Kappa Delta Pi, Texas State University.
- Garza, R. (2008, April). *Texas oral proficiency test familiarization*. CI 3332, Foundations Bilingual Block, Texas State University.
- Garza, R. (2008, March). *A culturally responsive teacher*. ED 3310, Public Education in America, Texas State University.
- Garza, R. (2008, February). *Majestad negra*. AP Spanish Class, Hays High School, Buda, TX.
- Garza, R. (2008, January). *Texas oral proficiency test familiarization*. Texas State University, Modern Languages Student Teachers.
- Garza, R. (2008, January). *Teacher behaviors that high school students perceive as caring*. Hays High School, Staff Development, Buda, TX.
- Garza, R. (2007, October). *Fostering a culture for learning*. ED 3310, Public Education in America, Texas State University.
- Garza, R. (2007, July). *Culturally responsive teaching*. EDA 6351, Instructional Models, Texas State University.
- Garza, R. (2007, April). *A culturally responsive teacher*. ED 3310, Public Education in America, Texas State University.
- Garza, R. (2007, March). *Culturally responsive teaching*. EDA 6351, Instructional Models, Texas State University.
- Garza, R. (2006, December). *Latino and White students' perceptions of caring behaviors*. Bilingual Education Student Organization, Texas State University.
- Garza, R. (2006, November). *You want to be a teacher: But are you willing to put in the time?* ED 3310, Public Education in America, Texas State University.
- Garza, R. (2006, October). *Texas oral proficiency test familiarization*. CI 3332, Foundations Bilingual Block, Texas State University.
- Garza, R. (2006, September). *Análisis de texto*. AP Spanish Class, Hays High School, Buda, TX.
- Garza, R. (2006, August). *Culturally responsive caring*. Hays High School, Staff Development, Buda, TX.
- Garza, R. (2006, April). *Why teach?* ED 3310, Public Education in America, Texas State University.
- Garza, R. (2006, March). *Culturally responsive strategies*. EDA 6351, Instructional Models, Texas State University.
- Garza, R. (2006, February). *Texas oral proficiency test familiarization*. CI 3332, Foundations Bilingual Block, Texas State University.
- Garza, R. (2005, November). *Accelerating Latino academic success*. Texas Elementary Principals & Supervisors Association Conference, Austin, TX.
- Garza, R. (2005, October). *Classroom management: Examining the personal lens*. Professional Development Day for Student Teachers, Texas State University.
- Garza, R. (2005, October). *Culturally responsive teaching*. EDA 6351, Instructional Models, Texas State University.
- Garza, R. (2005, August). *Examining the personal lens*. C&I Faculty Fall Retreat, Texas State University.
- Garza, R. (2005, June). *Culturally responsive classroom management*. CI 4325, Classroom Management, Texas State University.
- Garza, R. (2005, April). *Activating Latino academic strengths*. EDA 5347, Understanding the Environment, Texas State University.

- Garza, R. (2005, March). *Identifying your true colors*. HIM 3311, Health Information Management, Texas State University.
- Garza, R. (2004, September). *Break the ice and build the rapport: Establishing an effective learning environment*. Kappa Delta Pi, Texas State University.
- Garza, R. (2004, July). *Political and educational implications of curriculum*. EDA 6342, Curriculum Design, Round Rock Higher Education Center.
- Garza, R. (2004, April). *No child left behind & Hispanics*. Latino Civil Rights Summit, Kansas City, MO.

### 3. Consultancies

- Garza, R. (2012, March). *Best practices for teaching Spanish: Increasing student motivation and achievement*. Philadelphia, PA; State College, PA; Harrisburg, PA; Baltimore, MD; Raleigh, NC.
- Garza, R. (2011, December) *Accelerating your Spanish language instruction: Interactive, high-engagement activities that increase your students' use of the Spanish language*. El Paso, TX; Phoenix, AZ.
- Garza, R. (2011, November) *Accelerating your Spanish language instruction: Interactive, high-engagement activities that increase your students' use of the Spanish language*. Chicago, IL; Minneapolis, MN.
- Garza, R. (2010, November). *Best practices for teaching Spanish: Increasing student motivation and achievement*. Burlington, VT; Chicago, IL; Minneapolis, MN; Seattle, WA; Portland, OR.
- Garza, R. (2010, May). *Best practices for teaching Spanish: Increasing student motivation and achievement*. Indianapolis, IN; Champaign, IL; Chicago North, IL; Milwaukee, WI; Minneapolis, MN.
- Garza, R. (2010, March). *Best practices for teaching Spanish: Increasing student motivation and achievement*. Harrisburg, PA; Allentown PA; Newark, NJ; Cherry Hill, NJ.
- Garza, R. (2009, May). *Best practices for teaching Spanish: Increasing student motivation and achievement*. Hartford, CT; Newburgh, NY; Long Island, NY; Newark, NJ; Cherry Hill, NJ.
- Garza, R. (2009, March). *Best practices for teaching Spanish: Increasing student motivation and achievement*. Richmond, VA; Northern, VA; White Plains, NY; Manchester, NH; Portland, ME.
- Garza, R. (2008, November). *Best practices for teaching Spanish: Increasing student motivation and achievement*. Baltimore, MD; Allentown, PA; Philadelphia, PA; Albany, NY; Syracuse, NY.
- Garza, R. (2008, May). *Best practices for teaching Spanish: Increasing student motivation and achievement*. Portland, ME; Manchester, NH; Boston, MA; Providence, RI; Hartford, CT.
- Garza, R. (2008, March). *Best practices for teaching Spanish: Increasing student motivation and achievement*. Burlington, VT; Albany, NY; Syracuse, NY; Rochester, NY; Buffalo, NY.
- Garza, R. (2007, November). *Best practices for teaching Spanish: Increasing student motivation and achievement*. Portland, OR; San Jose, CA; Fresno, CA; Sacramento, CA.
- Garza, R. (2007, May). *Culturally responsive teaching: Self-assessment and reflections*. Stony Point 9<sup>th</sup> Grade Center, Round Rock ISD.
- Garza, R. (2007, March). *Best practices for teaching Spanish: Increasing student motivation and achievement*. Detroit, MI; Lansing, MI; Minneapolis, MN; Peoria, IL; Chicago, IL.
- Garza, R. (2007, March). *Examining our culture for learning*. Stony Point 9<sup>th</sup> Grade Center, Round Rock ISD.

- Garza, R. (2007, January). *Best practices for teaching Spanish: Increasing student motivation and achievement*. Pittsburg, PA; Cherry Hill, NJ; Philadelphia, PA.
- Garza, R. (2006, November). *Best practices for teaching Spanish: Increasing student motivation and achievement*. Allentown, PA; Newark, NJ; Long Island, NY; White Plains, NY; Hartford, CT.
- Garza, R. (2006, October). *A critical self-analysis of CRT*. Stony Point 9<sup>th</sup> Grade Center, Round Rock ISD.
- Garza, R. (2006, August). *Strategies for motivation and achievement in Spanish*. Staff Development, Secondary Spanish teachers, Eagle Pass ISD, Eagle Pass, TX.
- Garza, R. (2006, August). *Culturally responsive teaching*. Stony Point 9<sup>th</sup> Grade Center, Round Rock ISD.
- Garza, R. (2006, May). *Culturally responsive teaching: A discourse continued*. Stony Point 9<sup>th</sup> Grade Center, Round Rock ISD.
- Garza, R. (2006, May) Professional opinion - *Books and bricks: The story of early Texas schools*, by Black & Jordan, Austin, TX: University of Texas Press.
- Garza, R. (2006, March). *Best practices for teaching Spanish: Increasing student motivation and achievement (Grades 6-12)*. Virginia Beach, VA; Fairfax, VA; Richmond, VA; Winston-Salem, NC; Chapel Hill, NC.
- Garza, R. (2006, February). *Activating student motivation in our classroom*. Juan Diego High School, Austin, TX.
- Garza, R. (2006, January). *Best practices for teaching Spanish: Increasing student motivation and achievement (Grades 6-12)*. Seattle, WA; Sacramento, CA; Oakland, CA; San Jose, CA; Hawaii, HO.
- Garza, R. (2005, November). *Best practices for teaching Spanish: Increasing student motivation and achievement (Grades 6-12)*. Phoenix, AZ; Albuquerque, NM; Dallas, TX; El Paso, TX; Houston, TX.
- Garza, R. (2005, October). *Examining the personal lens*. Stony Point 9<sup>th</sup> Grade Center, Round Rock ISD.
- Garza, R. (2005, June). *Activating Latino academic success*. Texas A&M University, Department of Space Engineering.
- Garza, R. (2005, March). *Best practices for teaching Spanish: Increasing student motivation and achievement (Grades 6-12)*. Providence, RI; Hartford, CT; Newark, NJ; Long Island, NY; White Plains, NY.
- Garza, R. (2004, November). *Best practices for teaching Spanish: Increasing student motivation and achievement (Grades 6-12)*. Chicago, IL; Minneapolis, MN; Appleton, WI; Milwaukee, WI.
- Garza, R. (2004, March). *Best practices for teaching Spanish: Increasing student motivation and achievement (Grades 6-12)*. Cherry Hill, NJ; Philadelphia, PA; Arlington, VA; Richmond, VA.

#### 4. Workshops

- Garza, R. (2013, June). *Finding Your Brightness*, Teacher Fellows, Texas State University.
- Garza, R. (2012, June). *Finding Your Brightness*, Teacher Fellows, Texas State University.
- Garza, R. (2011, June). *Finding Your Brightness*, Teacher Fellows, Texas State University.
- Garza, R. (2009, October). *Managing actively engaged foreign language students*. Texas Foreign Language Association Fall Conference, Austin, TX.

- Garza, R. (2009, October). *Promising practices that highly engage and maintain student Interest in Spanish*. Texas Foreign Language Association Fall Conference, Austin, TX.
- Garza, R. (2009, August). *Activating student motivation through active engagement*. College Forward, Austin, TX.
- Garza, R. (2007, August). *Activating Latino student strengths*. Secondary teachers from the Chicago area, Consortium for Educational Change, Chicago, IL.
- Garza, R. (2006, June). *Learning styles*. Faculty from different colleges, Multicultural Curriculum Transformation Institute, Center for Multicultural and Gender Studies, Texas State University.
- Garza, R. (2005, October). *Cutting-edge practices that highly engage and maintain student interest*. Texas Foreign Language Association Fall Conference, El Paso, TX.
- Garza, R. (2005, September). *Reality teaching – Higher visions for research in urban schools and communities*. LASER Urban Research Conference, Tampa, FL.
- Garza, R. (2005, May). *Texas oral proficiency test familiarization*. Bilingual teachers at the Education Service Center, Region XIII, Austin, TX.
- Garza, R. (2004, October). *Best practices that motivate all Spanish language learners*. Texas Foreign Language Association Fall Conference, Houston, TX.
- Garza, R. (2004, September). *Reality teaching – Reconstructing urban education with all deliberate speed*. LASER Urban Research Conference, San Diego, CA.
- Garza, R. (2004, May). *Texas oral proficiency test familiarization*. Bilingual teachers at the Education Service Center, Region XIII, Austin, TX.
- Garza, R. (2004, February). *Best practices that motivate all foreign language learners*. Secondary foreign language teachers, Austin High School, AISD, Austin, TX.

#### 5. Other

Works not in print:

##### a. Works “submitted” or “under review”

- Garza, R., Wendler, L., & Werner, P. (2013). From student to professional: Preservice Teachers’ self-perceptions. (Submitted to *Journal of Teacher Education*)
- Garza, R. Duchaine, E., & Reynosa, R. (2013). Mentoring preservice teachers in an urban residency program: Perceptions of their experiences. (Revised and resubmitted to *International Journal of Mentoring and Coaching in Education*)
- Garza, R., Shaunna, S. (2013). Capturing preservice teachers' reflective practice through blogging: Transitioning from student to professional. (Submitted to *Curriculum Issues and Dialogue*)
- Hosek, A. M., Mottet, T. P., Vevea, N., Houser M., Beebe, S. A., **Garza, R.** Instructional communication predictors and correlates of ninth-grade students’ cognitive learning in math. (Submitted to *Communication Quarterly*)

b. Works "in progress"

- Garza, R., & McMahan, S. Fostering preservice teachers' development: Engagement in practice and learning (proposal accepted for AERA conference 2014)
- Smith, S. F., & Garza, R. Psychosocial and Cognitive dimensions of the 'self' within pre-service teachers' reflective blogs (proposal accepted for SITE conference 2014)
- Wendler, L., & Garza, R. Service learning and culturally responsive literacy: A caring model for success (proposal accepted for IRA conference 2014)
- Garza, R., & Van Overschelde, J. P. Measuring preservice teacher caring in higher education. (created survey items for testing)
- Garza, R., O'Doherty, A., & Ovando, M. Walkthrough observation potential: Teacher leaders' voices (Revision in progress to submit)
- Garza, R., Battle, J., & Assaf, L. Practicing educators' perceptions about teaching diverse students: What is the reality? (Revision in progress to submit)
- Garza, R., & Bond, N. Positive feedback provided to student teachers: Revelations for one educator preparation program. (Revision in progress to submit)

c. Other works not in print – NA

C. Grants and Contracts

1. Funded External Grants and Contracts:

Harter, R. A, Seidman, S. B., **Garza, R.**, & Werner, P. H. Teaching residency program for critical shortage areas (TRP-CSA). Funded by the U.S. Department of Education's Teacher Quality Partnership program, \$1,006,296 for FY 12 (Year 3). Total funding of \$2,730,342 through the first of 3 years of this 5-year, \$5.8 million grant for the period October 2009 to September 2014 (Role = Co-PI since May 2011).

2. Submitted, but not Funded, External Grants and Contracts: - NA

3. Funded Internal Grants and Contracts: - NA

4. Submitted, but not Funded, Internal Grants and Contracts: - NA

Garza, R. (2008). *High school students' perceptions of caring behaviors: A tapestry of voices that inform*, Texas State University.

Garza, R. (2006) *Perceptions of teacher behaviors that convey caring: Latino students' voices add spice to the mix*, Texas State University.

#### D. Fellowships, Awards, Honors:

Hosek, A., Mottet, T. P., Beebe, S. A., **Garza, R.**, Houser, M. L., & Vevea, N. (November, 2010, Top Paper). Instructional Communication Predictors and Correlates of Ninth-Grade Students' Cognitive Learning in Math. National Communication Association Convention. San Francisco, CA.

Presidential Award for Excellence in Research, College Nominee, Texas State University, 2010

Selected as a participant, AERA, Division K Early Career Seminar, 2007

#### IV. SERVICE

##### A. Institutional:

##### 1. University:

Participant, University Mentoring Program, 2014

Participant, Texas Residency Program Grant Writing, Texas State University, 2014

Lead Presenter, New Cohort Orientation, Teacher Residency Program for Critical Shortage Areas, Texas State University, 2013

Member, Presidential Award for Excellence in Scholarly/Creative Activities and the Presidential Seminar Selection Committee, 2013

Participant, University Mentoring Program, 2013

Member, Mariachi Gala and Feria Committee, 2013

Member, Teacher Education Advisory Council, 2013

Member, Teacher Advisory Council, 2012

Lead Presenter, TRP-CSA Mentor Orientation, 2012

Participant, University Mentoring Program, 2012

Member, Presidential Award for Excellence in Scholarly/Creative Activities and the Presidential Seminar Selection Committee, 2012

Member, Mariachi Gala and Feria Committee, 2012

Member, Teacher Education Advisory Council, 2012

Member, Presidential Award for Excellence in Scholarly/Creative Activities and the Presidential Seminar Selection Committee, 2011

Participant, University Mentoring Program, 2011

Member, Mariachi Gala Committee, 2011

Member, Mariachi Gala Committee, 2010

Participant, University Mentoring Program, 2010

Liaison, Texas State University for Woodrow Wilson - Rockefeller Brothers Fellowship, 2009

Participant, Emerging Stars Summer Mentoring Program, 2009

Participant, University Mentoring Program, 2009  
Member, TRACS Steering Committee, 2009

Rockefeller Brothers Fellowship Mentor, 2008  
Member, TRACS Steering Committee, 2008  
Participant, University Mentoring Program, 2008

Liaison, Texas State University for Rockefeller Brothers Fellowship, 2007  
Chair, Rockefeller Brothers Fellowship Selection Committee, Texas State University, 2007  
Participant, University Mentoring Program, 2007  
Reader at May Commencement Ceremony, 2007  
TRACS Steering Committee, 2007

Member, Rockefeller Brothers Fellowship Selection Committee, Texas State University, 2006  
Participant, University Mentoring Program, 2006  
Reader at May Commencement Ceremony, 2006  
Member, Director-Testing, Research Support & Evaluation Search Committee, 2006

College Marshall at May commencement, 2005  
Participant, University Mentoring Program, 2005  
Member, Associate Dean Screening Committee, 2005  
Volunteer at Spring Moonlight Breakfast for Texas State students, 2005  
Member, Rockefeller Brothers Fellowship Selection Committee, Texas State University, 2005

Member, Rockefeller Brothers Fellowship Selection Committee, Texas State University, 2004

## 2. College:

Member, C&I Middle School Spring Search Committee, 2014

Participant, Teaching Residency Program – Critical Shortage Areas, Candidate Assessment Day,  
2013

Reviewer, Teaching Residency Program – Critical Shortage Areas, Candidate Applications, 2013

Graduate Advisor, Teaching Residency Program – Critical Shortage Areas, 2013

Member, Health Physical Education and Recreation Spring Search Committee, 2013

Member, Teacher Observation Instrument Committee, 2013

Graduate Advisor, Teaching Residency Program – Critical Shortage Areas, 2012

Member, Health Physical Education and Recreation Fall Search Committee, 2012

Lead Presenter, Teaching Residency Program – Critical Shortage Areas, Mentor Orientation, 2012

Participant, Graduate College Information Fair, 2012

Member, Teacher Observation Instrument Committee, 2012

Member, Target of Opportunity Search Committee, 2012

Participant, Teaching Residency Program – Critical Shortage Areas, Candidate Assessment Day,  
2012

College representative, Factory Advisory Council, 2012



College representative, Factory Advisory Council, 2011  
Participant, Teaching Residency Program – Critical Shortage Areas, Candidate Assessment Day,  
2011

Participant, Office of Educator Preparation student interviews, 2010

Member, REP Program Committee, 2009

Member, Health Physical Education and Recreation Fall Search Committee, 2008  
Member, Fall TEAR Committee, 2008  
Chair, Spring TEAR Committee, 2008  
Member Health Physical Education and Recreation Spring Search Committee, 2008

Member, Reading Search Committee, 2007  
Chair, Fall TEAR Committee, 2007  
Member, Spring TEAR Committee Member, 2007

Member, Reading Search Committee, 2006  
Member, Spring TEAR Committee, 2006  
Presenter, C&I Fall Freshman Welcome for students interested in education, 2006  
Liaison, Technology Education Center for C&I, 2006  
C&I Scholarship Presenter, Awards and KDP Spring Initiation, 2006  
Member, Fall TEAR Committee, 2006  
Facilitated ACEI Officers Fall Welcome Meeting, 2006

Member, Spring TEAR Committee, 2005  
Presenter, C&I Fall Picnic for students interested in education, 2005  
Member, Fall TEAR Committee, 2005  
Member, Scholarship Committee, College of Education, 2005  
Member, Tomás Rivera Decade Entertainment Committee, 2005  
Liaison, Technology Education Center for C&I, 2005  
Scholarship presenter, C&I Awards and KDP Spring initiation, 2005  
Member, Tomás Rivera Regional Committee – Reading books submitted for award, 2005

Member, Fall TEAR Committee, Texas State University, 2004

#### Departmental/School:

Member, Middle School Search Committee, 2014

Secondary Undergraduate Coordinator, 2013  
Participant, Poster Evaluator for Teacher Fellows Program, Spring, 2013

Member, Teacher Observation Instrument Committee, 2012  
Participant, Poster Evaluator for Teacher Fellows Program, Spring, 2012

Proctor, Graduate Comprehensive Retake Exams Spring, 2012  
Secondary Undergraduate Coordinator, 2012  
TEAC Workshop, October, 2011  
Secondary Undergraduate Coordinator, 2011  
Participant, Poster Evaluator for Teacher Fellows Program, May, 2011  
TEAC Workshop, May, 2011  
Chair, Secondary Undergraduate Student Learning Outcomes Writing Committee, 2011  
Member, Secondary Graduate Student Learning Outcomes Writing Committee, 2011  
TEAC Workshop, April, 2011

Secondary Undergraduate Coordinator, 2010

Secondary Undergraduate Coordinator, 2009  
Member, Freshman Scholarship Committee, 2009

Lead Block Professor, 2008

Member, C&I Scholarship Committee, 2007  
Lead Block Professor, 2007

Evaluator, CI 5390, Research Poster Sessions, 2006  
Member, C&I Scholarship Committee, 2006  
Lead Block Professor, 2006

Evaluator, CI 5390, Research Poster Sessions, 2005

#### B. Professional:

Chair, Mentorship and Mentoring Practices Special Interest Group, 2014  
Member, Editorial Board, International Education Studies, 2014  
Member, Reviewer Board, Mentoring & Tutoring Journal, 2014  
Member, Executive Council, American Association for Teaching and Curriculum, 2014

Chair, Mentorship and Mentoring Practices Special Interest Group, 2013  
Chair, Action Research Symposium, Pre-service Teachers and Action Research: Agents of Change,  
AERA 2013

Member, Executive Council, American Association for Teaching and Curriculum, 2013  
Member, Editorial Board, Journal of Urban Learning, Teaching and Research, 2013  
Member, Reviewer Board, Mentoring & Tutoring Journal, 2013  
Member, Editorial Board, International Education Studies, 2013  
Invited Panel Reviewer for AERA proposals, 2013  
    o Mentorship and Mentoring Practices Special Interest Group  
Reviewer, Journal of Urban Learning, Teaching and Research, 2013  
Reviewer for AATC proposals, 2013  
Reviewer, Current Issues in Education Journal, 2013  
Reviewer, Journal of Latinos and Education, 2013

Program Chair, Section 7, AERA Division K, Teaching and Learning, 2012  
Co-chair, Mentorship and Mentoring Practices SIG Distinguished Paper Award Selection Committee, 2012

Invited Panel Reviewer for AERA proposals, 2012

- Mentorship and Mentoring Practices Special Interest Group
- Division K – Teaching and Teacher Education

Member, Reviewer Board, Mentoring & Tutoring Journal, 2012

Reviewer, International Education Studies, 2012

Member, Editorial Board, International Education Studies, 2012

Chair, Mentorship and Mentoring Practices SIG Distinguished Paper Award Selection Committee, 2011

Reviewer, Journal of Adolescent Research, 2011

Reviewer, Urban Teaching, Learning, and Research, 2011

Reviewer, Mentoring & Tutoring Journal, 2011

Reviewer, International Education Studies, 2011

Member, Editorial Board, International Education Studies, 2011

Invited Panel Reviewer for AERA proposals, 2011

- Mentorship and Mentoring Practices Special Interest Group
- Division K – Teaching and Teacher Education

Reviewer, American Educational Research, Journal, 2010

Invited Panel Reviewer for AERA proposals, 2010

- Mentorship and Mentoring Practices Special Interest Group
- Division K – Teaching and Teacher Education
- Hispanic Research Issues Special Interest Group

Chair, Mentorship and Mentoring Practices SIG Outstanding Paper Award Committee, 2010

Invited Panel Reviewer for AERA proposals, 2009

- Mentorship and Mentoring Practices Special Interest Group
- Division K – Teaching and Teacher Education

Reviewer, Journal of Adolescent Research, 2009

Reviewer, Current Issues in Education, 2009

Reviewer, International Journal of Qualitative Studies in Education, 2009

Discussant, Mentorship and Mentoring Practices SIG, American Educational Research Association, San Diego, CA., 2009

Member, Classroom Management SIG Outstanding Paper Award Committee, 2009

Reviewer for AERA proposals, 2008

- Mentorship and Mentoring Practices Special Interest Group

Hispanic SIG Research Award Committee, 2007

Reviewer for AERA proposals, 2007

- Mentorship and Mentoring Practices Special Interest Group
- Division K – Teaching and Teacher Education

Reviewer for AERA proposals, 2006

- Mentorship and Mentoring Practices Special Interest Group
- Division K – Teaching and Teacher Education
- Hispanic Research Issues Special Interest Group

Reviewer for AERA proposals, 2005

- Mentorship and Mentoring Practices Special Interest Group
- Division K – Teaching and Teacher Education
- Motivation – Special Interest Group

Reviewer for AERA proposals, 2004

- Mentorship and Mentoring Practices Special Interest Group
- Division K – Teaching and Teacher Education

C. Community

Judge, District UIL Speech Events, Pflugerville High School, PISD, 2012

Judge, UIL District Speech Events, Corbet Junior High, SCUCISD, 2012

Judge, Speech Tournament, Hays CISD 2011

Panelist, Spanish for Native Speakers Class, Lehman High School, Hays CISD, 2011

Judge, Science Projects for Hays CISD, 2010

Judge, Speech Tournament, Hays CISD 2008

Participant, San Diego Catholic High School Día de la Raza Luncheon, 2008

Judge, Science Projects for Hays CISD, 2008

Participant, San Diego Catholic High School Día de la Raza Luncheon, 2007

Judge, Speech Tournament, Hays CISD 2007

Board of Directors for Classroom on Wheels, 2007

Distinguished Achievement Program Evaluator, Lehman High School, 2006

Board of Directors for Classroom on Wheels, 2006

D. Services Honors and Awards:

Presidential Award for Excellence in Service, College Nominee, Texas State University, 2013

Presidential Award for Excellence in Service, Dean Nominee, Texas State University, 2008

Presidential Award for Excellence in Service Runner Up, Texas State University, 2007

# BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

## Background

1. Name of charter school on whose Board of Directors you serve Ki Charter Academy
2. Full name Rubén Garza  
Home Address 11012 Whiskey River, Austin, TX 78748  
Business Name and Address \_\_\_\_\_  
Phone Number 512-797-2123  
E-mail address [REDACTED]
- Resume and professional bio are attached here.  
 Resume and professional bio are attached elsewhere in the application (indicate Attachment number). \_\_\_\_\_
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.  
 Does not apply to me  Yes

4. What was your motivation to serve on the board of the proposed charter school?  
The not-for-profit organization focused on educational needs of students.
5. What is your understanding of the appropriate role of a public charter school board member?  
To provide moral and ethical guidance in the conduct of the organization's mission.
6. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g. other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.  
As a former public school classroom teacher, I served in various leadership roles in local and state organizations. As a university professor, I have continued my leadership roles on various committees and national organizations.
7. Describe the specific knowledge and experience that you would bring to the board.  
As a university professor, my pedagogical knowledge and skills enhanced through my extensive years of teaching experience and my competence in teacher preparation will help to inform my role as a board member of a charter school. Ultimately, the students will benefit from my input into the decision-making process regarding systemic and academic issues.

## School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?  
Ki Charter Academy is committed to provide a quality education to a group of diverse patients enrolled in a residential treatment facility.
2. What is your understanding of the school's proposed educational program?  
The educational plan provides quality instruction to all students with a focus on career preparation. In addition STEM will be integrated into the curriculum to provide students with a real-world application.
3. What do you believe to be the characteristics of a successful school?  
A successful school centers on student needs and involves the parents and the community to build a caring and responsive culture for learning. This is accomplished through a shared vision

by all stakeholders, high expectations for students, professional development for continuous improvement of instruction and school personnel, and reviewing learning outcomes for students and sharing those results with all stakeholders.

---

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

Obtaining appropriate data from all stakeholders and using that data to evaluate educational goals and student learning outcomes will provide evidence of success and areas for improvement.

---

### Governance

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

According to the Texas Education Code §12.121, "The governing body of an open-enrollment charter school is responsible for the management, operation, and accountability of the school, regardless of whether the board delegates any of its powers or duties."

---

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

Collecting data to assess and evaluate charter school goals and learning outcomes for students is a way to measure success.

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

Collecting longitudinal data to assess and evaluate charter school goals and learning outcomes for students is a way to measure success.

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

Regularly scheduled meetings to examine and to discuss the progress of goals and outcomes will be a way to ensure that specific designated personnel are meeting their fiduciary responsibilities. This may be a time to present any concerns and to develop a plan of action and/or take a proactive perspective to ensure the smooth operation of the school.

---

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

I would do my research and present evidence to the Board at a closed session. This would give the accused board member an opportunity to respond, resign, or be removed by the board.

---

### Disclosures

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

I / we do not know these individuals  Yes

One of the board members is my best friend.

---

2. Indicate whether you (or your spouse) know any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

I / we do not know any such employees  Yes

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3. Indicate whether you (or your spouse) know anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons  Yes

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4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
- Not applicable because the school does not intend to contact with an education service provider or school management organization.
- I / we do not know any such persons  Yes
- 

5. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
- N/A  I / we or my family do not anticipate conducting any such business  Yes
- 

6. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
- Does not apply to me, my spouse or family  Yes

7. List all business or organizations of which you are a partner or in which you have a majority interest.

NA

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:

NA

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

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

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

10. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

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

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

11. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or within the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

Yes  No If so, give details.

12. Will any relative(s) within the third degree of consanguinity or affinity (See definitions in Question 14 above.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

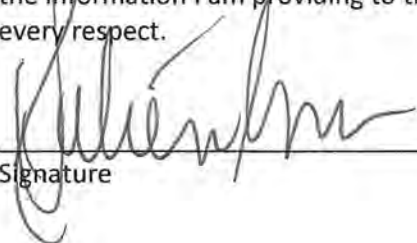
Yes  No If so, give details.

13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure?

Yes  No If so, give details.

**Certification**

I, Rubén Garza, 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

2/6/14  
Date



VERIFICATION

State of Texas

County of Hays

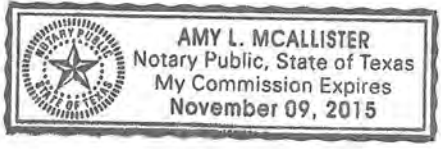
On this day, Rubin Garza (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 6th day of February, 2014.

(Notary Public) Amy L McAllister

My commission expires 11/9/15

(SEAL)



Ryan Thomason  
2008 North View Dr  
San Marcos, TX 78666  
512-395-5211

### **Education**

San Marcos High School 1996  
Texas A&M University 2000

### **Work**

Wood and Thomason Construction <i>Co-owner</i>	2004-Present
Ryan Thomason Real Estate Company (Licensed since 1998)	2000-Present
Thomason Funeral Home (Family business)	1990-2005

### **Boards and Commissions**

San Marcos Master Plan Steering Committee <i>Board Member</i>	2012-2013
San Marcos Economic Development Council <i>Board Member</i>	2010-Present
San Marcos City Council <i>Place 5 Board Member</i>	2009-Present
San Marcos Government Affairs Committee <i>Board Member</i>	2002-Present
San Marcos Board of Realtors <i>Board Member</i>	2000-Present
San Marcos Planning and Zoning Commission <i>Board Member</i>	2006-2009

# BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

## Background

1. Name of charter school on whose Board of Directors you serve Ki Charter Academy
2. Full name Michael Ryan Thomason  
Home Address 2008 North View Drive, San Marcos, TX 78666  
Business Name and Address \_\_\_\_\_  
Phone Number 512-557-8278  
E-mail address [REDACTED]
- Resume and professional bio are attached here.  
 Resume and professional bio are attached elsewhere in the application (indicate Attachment number). \_\_\_\_\_
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.  
 Does not apply to me  Yes  
I serve on a housing finance corporation that works on affordable housing.
4. What was your motivation to serve on the board of the proposed charter school?  
This particular institution serves an extremely valuable purpose and I would like to help.
5. What is your understanding of the appropriate role of a public charter school board member?  
I understand that board members will serve a substantial and ongoing role in the schools development, governance, and/or management. We will share responsibility for the schools overall success.
6. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g. other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.  
I have no school board experience. I have been a San Marcos City Councilman for 4 years.
7. Describe the specific knowledge and experience that you would bring to the board.  
My experience as a San Marcos community leader, specifically in the areas of governance; Leadership, and community relations will be valuable to the board.

## School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?  
Ki Charter Academies mission is to educate students that reside at the San Marcos Treatment Center. We believe that every student deserves a quality education no matter what their situation is.
2. What is your understanding of the school's proposed educational program?  
Ki Charter Academy will provide a curriculum that is guided by the TEK's and will be enriched through several Career and Technology Education (CTE) courses, Social and Emotional Learning (SEL), as well as exploratory Science, Technology, Engineering and Mathematics (STEM) programming.
3. What do you believe to be the characteristics of a successful school?

Michael Ryan Thomason

I believe a school must make decisions based on data driven results and best practices to be successful. Other characteristics of success include; a focus on fiscal responsibility, positive and safe environment, exemplary teachers, and the drive to increase student achievement at all times.

---

4. How will you know that the school is succeeding (or not) in its mission?  
Ki Charter Academy must consistently gauge success through summative and formative assessments.
- 

### Governance

1. Describe the role that the board will play in the school's operation. We will be responsible for the management, operation and accountability as described In Texas Education Code §12.121.
  2. How will you know if the school is successful at the end of the first year of operation? We will be successful after our first year of operation if we are fiscally viable, increase student achievement through our educational plan, retain a significant amount of our educators and provide educational services that the RF is proud of.
  3. How will you know at the end of four years if the school is successful? We will gauge our success on increased student achievement, RF feedback, test scores, educator retention, reduction in RF recidivism and financial viability.
  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 hold regular meetings, review statistical and financial data presented by the Superintendent, provide an open door policy and support our educators with the resources to get the job done.
  5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? I would collect data, request a board meeting and present the information to the other board members to decide on a course of action.
- 

### Disclosures

1. Indicate whether you (or your spouse) know the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.  
 I / we do not know these individuals  Yes
  2. Indicate whether you (or your spouse) know any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
 I / we do not know any such employees  Yes
- 

Michael Ryan Thomason

3. Indicate whether you (or your spouse) know anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  
 I / we do not know any such persons  Yes
- 
4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the school does not intend to contact with an education service provider or school management organization.  
 I / we do not know any such persons  Yes
- 
5. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.  
  I / we or my family do not anticipate conducting any such business  Yes
- 
6. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.  
 Does not apply to me, my spouse or family  Yes

7. List all business or organizations of which you are a partner or in which you have a majority interest.  
Wood and Thomason Construction

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

None

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

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

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

10. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

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

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

11. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or within the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

Yes  No If so, give details.

12. Will any relative(s) within the third degree of consanguinity or affinity (See definitions in Question 14 above.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes  No If so, give details.

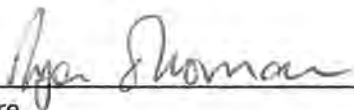
13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure?

Yes  No If so, give details.

#### Certification

I, \_\_\_\_\_ Ryan Thomason \_\_\_\_\_, 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

2/26/14

Michael Ryan Thomason

VERIFICATION

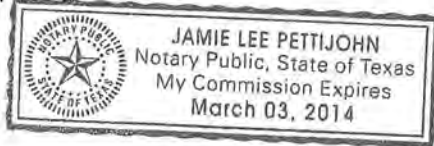
State of Texas  
County of Hays

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

Subscribed and sworn to before me this 26<sup>th</sup> day of February, 2014.

(Notary Public) Jamie Lee Pettijohn  
My commission expires March 3, 2014

(SEAL)



Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment D: Assurances



- Bilingual Education/ESL, Section 504, and Dyslexia Assurances
- General Application of Assurances for Federal Programs
- Special Assurances
- Special Education Assurances
- Campaign Contribution Disclosure:

Dr. Lura Davidson

Mr. Carlton T. Kincaid, Esq.

Dr. Trinidad San Miguel

Dr. Ruben Garza

Citycouncilman Michael Ryan Thomason

## Nineteenth Generation Charter Application Bilingual Education/ESL, Section 504, and Dyslexia Assurances

*TEC, Chapter 29, Subchapter B, TEC §12.104(b)(2)(G), and 19 TAC §§89.1201-1265* require charter schools to identify limited English proficient students based on state criteria and to provide an appropriate bilingual education or English as a second language program conducted by teachers certified for such courses.

- A. The charter holder certifies that prior to serving students the charter will have policies and procedures in place ensuring that it complies with the legal and regulatory requirements concerning identifying and providing appropriate educational services to limited English proficient students.

**Check one:**

- Yes  
 No

Section 504 of the Rehabilitation Act of 1973, *29 U.S.C. §794*, prohibits discrimination on the basis of disability in any program receiving federal financial assistance. A recipient that operates a public education program or activity shall provide a free, appropriate public education to qualified individuals.

- B. The charter holder certifies that prior to serving students the charter will have policies and procedures in place ensuring that it complies with the legal and regulatory requirements concerning identifying and providing appropriate educational services to students protected by Section 504.

**Check one:**

- Yes  
 No

*TEC §38.003, TEC §12.104(b)(2)(K), 19 TAC §74.28* and Section 504 of the Rehabilitation Act of 1973, *29 U.S.C. §794*, require charter schools to identify students with dyslexia or related disorders and to provide appropriate educational services.

- C. The charter holder certifies that prior to serving students the charter will have policies and procedures in place ensuring that it complies with the legal and regulatory requirements concerning identifying and providing appropriate educational services to students with dyslexia or related disorders.

**Check one:**

- Yes  
 No

I the undersigned hereby certify that the information contained in this document is, to the best of my knowledge, correct and that the governing body of the charter holder has authorized me to provide these assurances.

Dr. Lura Davidson

Printed Name of Sponsoring Entity Board Chair

Lura Davidson

Signature of Sponsoring Entity Board Chair  
*(must sign in blue ink)*

March 20, 2014

Date

VERIFICATION

State of Texas

County of Bexar

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

Subscribed and sworn to before me this 20<sup>th</sup> day of

March, 2014.

(Notary Public) Sherr Jermier

My commission expires 5/18/15

(SEAL)



**TEXAS EDUCATION AGENCY**

**Division of Planning and Grant Reporting**

**General Application of Assurances for Federal Programs Administered by the U.S. Department of Education**

Authority for Data Collection: 20 USC Section 1232e and P. L. 107-110, No Child Left Behind Act of 2001, Title IX, Part C, Section 9306 (a).


Planned Use of Data: The requirements established in United States Code Annotated, Title 20, Education, Chapter 31, Subchapter III, Section 1232e stipulate that "Each local education agency which participates in an applicable program under which federal funds are made available to such agency through a State agency shall submit, to such agency or board, a general application containing the assurances set forth in subsection (b) of this section". The requirements of P. L. 107-110, No Child Left Behind Act of 2001, Title IX, Part C, Section 9306 (a) stipulate that "any applicant, other than a State educational agency that submits a plan or application under this Act, whether separately or pursuant to section 9305, shall have on file with the State educational agency a single set of assurances, applicable to each program for which a plan or application is submitted." The application shall cover the participation by the local educational agency, public agency, nonprofit private agency, institution, organization or Indian tribe in all federal programs administered by the U.S. Department of Education.

Instructions: This general application will be in effect for the duration of participation in federal programs until such time as the requirements change. The superintendent or authorized official must sign the certification and return to the address below. Payment for federally funded applications and contracts cannot be made by this Agency until the general application is received. Payments to grantees for current grants may be delayed if the General Application of Assurances is not received in the time requested. For further information, contact the Division of Planning and Grant Reporting at (512)463-7004.

Certification:

I, the undersigned authorized official for the above-named local educational agency, public agency, nonprofit private agency, institution, organization or Indian tribe in accordance with 20 USC Section 1232e and P. L. 107-110, No Child Left Behind Act of 2001, Title IX, Part C, Section 9306 (a), hereby apply for participation in federally funded education programs.

I certify that the above-named local educational agency, public agency, nonprofit private agency, institution, organization or Indian tribe will adhere to the assurances stated on the reverse side of this form.

Typed Name of Authorized Official or Charter Holder	Date	Telephone	Authorized Original Signature (blue ink)	
Dr. Lura Davidson	3/20/2014	210-326-1390 (C)		
Typed Title of Authorized Official of Charter Holder		210-679-7103 (R)		
President/CEO				
Address of Charter Holder	City		State	Zip Code
120 Bert Brown Road, San Marcos, TX 78666	San Marcos		TX	78666

**The following assurances are provided in accordance with the United States Code Annotated, Title 20, Education, Chapter 31, Subchapter III, Section 1232e and P. L. 107-110, No Child Left Behind Act of 2001, Title IX, Part C, Section 9306 (a):**

**Assurance is hereby given that**

- (1) the local educational agency will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;
- (2) the control of funds provided to the local educational agency under each program, and title to property acquired with those funds, will be in a public agency and a public agency will administer those funds and property;
- (3) the local educational agency will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program;
- (4) the local educational agency will make reports to the Texas Education Agency or State Board of Education and to the Secretary of Education as may reasonably be necessary to enable the Texas Education Agency or State Board of Education and the Secretary of Education to perform their duties and the local educational agency will maintain such records, including the records required under section 1232f\* of this title, and provide access to those records, as the Texas Education Agency or State Board of Education or the Secretary of Education deem necessary to perform their duties;
- (5) the local educational agency will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program;
- (6) any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;
- (7) in the case of any project involving construction-
  - (A) the project is not inconsistent with overall State plans for the construction of school facilities, and
  - (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary of Education under section 794 of Title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;
- (8) the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
- (9) none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

**AND**

**In addition to the above, the following assurances are provided in accordance with P. L. 107-110, No Child Left Behind Act of 2001, Title IX, Part C, Section 9306 (a):**

- (1) (A) the control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and  
(B) the public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
- (2) the applicant will adopt and use proper methods of administering each such program, including —
  - (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and
  - (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
- (3) the applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;
- (4) before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment.

\* Section 1232f, United States Code, Title 20, Education

**RECORDS**

Each recipient of Federal funds under any applicable program through any grant, subgrant, cooperative agreement, loan, or other arrangement shall keep records which fully disclose the amount and disposition by the recipient of those funds, and the total cost of the activity for which the funds are used, the share of that cost provided from other sources, and such other records as will facilitate an effective financial or programmatic audit.

**Nineteenth Generation Charter Application  
Special Education Assurances and Development of Policies and Procedures**

Pursuant to the Individuals with Disabilities Education Improvement Act (IDEA 2004) Section 613 (a) (1), each charter school must have on file with the Texas Education Agency (TEA) a plan that provides assurances that it has in effect policies, procedures and programs consistent with State policies and procedures governing special education. Charter schools are required to develop plans using the online Legal Framework for the Child-Centered Process following the guidance below. Posting plans on the Legal Framework is not required, but is strongly encouraged.

**Electronic Submission**

Region 18 Education Service Center (ESC) in coordination with other ESCs provides leadership to the State in the electronic development of charter policies and procedures through the online **Legal Framework for the Child-Centered Process Phase IV: "Charting the Course"** (Legal Framework-Phase IV) at <http://framework.esc18.net/>.

**Applicant Assurance Statement**

The sponsoring entity's CEO must sign the assurance statement below certifying that the proposed charter school will have in place upon opening the above-described special education policies and procedures. Once the contract is issued and a county district number is assigned, the charter holder will develop its policies and procedures through the online Legal Framework.

**Future Updates to Policies and Procedures**

Charters will use the Legal Framework for developing and submitting updated policies and procedures assurances in the future. Guidance from ESCs on updates to policies and procedures will be ongoing.

**Technical Assistance**


For questions concerning or information about the electronic submission of charter policies and procedures, please consult with your regional ESC special education contact at <http://www.tea.state.tx.us/special.ed/escinfo/contact.html>.

**Assurance Statement**

By signing below, the sponsoring entity assures that the proposed charter school will have in place prior to opening policies and procedures that ensure implementation of IDEA 2004 and *all* federal regulations, Texas laws, State Board of Education (SBOE) rules, and commissioner's rules concerning students with disabilities receiving special education services and further assures that any future amendments to the regulations, laws, and rules will be incorporated into policies and procedures and implemented by the charter school.

Dr. Lura Davidson

Printed Name of Sponsoring Entity Board Chair

  
Signature of Sponsoring Entity Board Chair  
*(must sign in blue ink)*

  
Date

SAS 544-14  
RFA 701-14-104

## Nineteenth Generation Charter Application Special Assurances Document

*The chair of the proposed sponsoring entity shall initial each of the following on this page and the next to indicate an understanding of and a commitment to comply with each of following assurances:*

LD **Open Meetings Requirements:**

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

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

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

LD **Public Information Requirements:**

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

LD **Criminal History Check Requirements:**

The charter holder assures that criminal history checks will be completed in accordance with law and that no person will serve as a member of the governing body of a charter holder, as a member of the governing body of the charter school, or as an officer or employee of an charter school if the person has been convicted of a misdemeanor involving moral turpitude, a felony, an offense listed in TEC 37.007(a) or an offense listed in Article 62.01(5) Code of Criminal Procedure.

LD **Annual Training Requirements:**

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

LD **Residential Facilities Monitoring (RFM) System:**

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

LD **Special RF Training:**

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

Admission and Enrollment

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

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

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

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

LD The charter holder understands that a student may be ineligible for enrollment at a charter school based on a history of a criminal offense, a juvenile court adjudication, or discipline problems under Texas Education Code (TEC), Chapter 37, Subchapter A, only if the enrollment prohibition was specifically approved by the SBOE when the charter was originally awarded, or if the charter was amended by the commissioner of education to allow this enrollment prohibition. It must be noted that the enrollment prohibition is not allowed for any prior discipline problems, but only those specified in TEC, Chapter 37, Subchapter A.

Withdrawal and Expulsion Issues

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

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

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

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

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

Dr. Lura Davidson

Printed Name of Sponsoring Entity Board Chair

Lura Davidson  
Signature of Sponsoring Entity Board Chair

March 20, 2014  
Date

SAS 544-14  
RFA 701-14-104



# CAMPAIGN CONTRIBUTION DISCLOSURE

**Instructions:** Complete one form for each member of the sponsoring entity board and any member of the application team that will have a substantial role in the day to day operation of the charter if awarded. Applicants are to disclose any campaign contributions or benefits offered to any individuals running for or elected to a public office for the period January 1, 2004 to the present. In none, complete and submit one form in the name of the application contact person noting N/A on the *DATE* line below.

Individual making report: DR. LURA DAVIDSON  
(Please Print or Type Full Name)

Employer or Company Represented: KI EDUCATION FOUNDATION  
(Please Print or Type Full Name)

Position/Title: BOARD PRESIDENT  
(Please Print or Type Full Name)

Date of contribution or gift: N/A

Amount contribution or gift: \_\_\_\_\_

Name of person receiving contribution or gift: \_\_\_\_\_

Detailed description of contribution or gift: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Lura Davidson

Print or Type Name of Sponsoring Entity Board President

3/20/2014

Date



Signature of Sponsoring Entity Board President

3/20/2014

Date

CAMPAIGN CONTRIBUTION DISCLOSURE

Instructions: Complete one form for each member of the sponsoring entity board and any member of the application team that will have a substantial role in the day to day operation of the charter if awarded. Applicants are to disclose any campaign contributions or benefits offered to any individuals running for or elected to a public office for the period January 1, 2004 to the present. In none, complete and submit one form in the name of the application contact person noting N/A on the DATE line below.

Individual making report: CARLTON T. KINCAID  
(Please Print or Type Full Name)

Employer or Company Represented: MI EDUCATION FOUNDATION (none at the time)  
(Please Print or Type Full Name)

Position/Title: BOARD MEMBER  
(Please Print or Type Full Name)

Date of contribution or gift: Jan 1 2004 to present

Amount contribution or gift: Total: \$ 400.00

Name of person receiving contribution or gift: Jefferson Moore - Bexar County Judge, Wendy Davis - Tx Gov

Detailed description of contribution or gift: \$ 350 Contribution to Jefferson Moore,  
\$ 50.00 to Wendy Davis

Lura Davidson  
Print or Type Name of Sponsoring Entity Board President

3/20/2014  
Date

Lura Davidson  
Signature of Sponsoring Entity Board President

3/20/2014  
Date

CAMPAIGN CONTRIBUTION DISCLOSURE

Instructions: Complete one form for each member of the sponsoring entity board and any member of the application team that will have a substantial role in the day to day operation of the charter if awarded. Applicants are to disclose any campaign contributions or benefits offered to any individuals running for or elected to a public office for the period January 1, 2004 to the present. In none, complete and submit one form in the name of the application contact person noting N/A on the DATE line below.

Individual making report: DR. TRINIDAD SAN MIGUEL  
(Please Print or Type Full Name) Self-Employed

Employer or Company Represented: KI education foundation  
(Please Print or Type Full Name)

Position/Title: BOARD MEMBER / Education Consultant  
(Please Print or Type Full Name)

Date of contribution or gift: Jan 1, 2004 - present

Amount contribution or gift: Total - \$1,500 (approx)

Name of person receiving contribution or gift: Senator & President Obama, Senator Hillary Clinton,

Detailed description of contribution or gift: The average contribution was \$100.00

Democratic National Committee and other National, state or local Democratic Candidates

Lura Davidson  
Print or Type Name of Sponsoring Entity Board President

3/20/2014  
Date

Lura Davidson  
Signature of Sponsoring Entity Board President

3/20/2014  
Date

CAMPAIGN CONTRIBUTION DISCLOSURE

Instructions: Complete one form for each member of the sponsoring entity board and any member of the application team that will have a substantial role in the day to day operation of the charter if awarded. Applicants are to disclose any campaign contributions or benefits offered to any individuals running for or elected to a public office for the period January 1, 2004 to the present. In none, complete and submit one form in the name of the application contact person noting N/A on the DATE line below.

Individual making report: Trinidad San Miguel  
(Please Print or Type Full Name)

Employer or Company Represented: Self-employed  
(Please Print or Type Full Name)

Position/Title: Education Consultant  
(Please Print or Type Full Name)

Date of contribution or gift: January 1, 2004 to Present

Amount contribution or gift: Total - \$1,500 (approx)

Name of person receiving contribution or gift: Senator & President Barack Obama

Detailed description of contribution or gift: The average contribution was \$100.00

Senator Hillary Clinton,  
Democratic National Committee  
and other national, state &  
local democratic candidates

Lura Davidson  
Print or Type Name of Sponsoring Entity Board President

3/20/2014  
Date

Lura Davidson  
Signature of Sponsoring Entity Board President

3/20/2014  
Date

CAMPAIGN CONTRIBUTION DISCLOSURE

**Instructions:** Complete one form for each member of the sponsoring entity board and any member of the application team that will have a substantial role in the day to day operation of the charter if awarded. Applicants are to disclose any campaign contributions or benefits offered to any individuals running for or elected to a public office for the period January 1, 2004 to the present. In none, complete and submit one form in the name of the application contact person noting N/A on the DATE line below.

Individual making report: Dr. Rubén Garza  
(Please Print or Type Full Name)

Employer or Company Represented: Texas State University  
(Please Print or Type Full Name)

Position/Title: Associate Professor  
(Please Print or Type Full Name)

Date of contribution or gift: 2012

Amount contribution or gift: \$250

Name of person receiving contribution or gift: Democratic National Committee

Detailed description of contribution or gift: Bought a ticket to attend a function to hear President Obama speak.

\_\_\_\_\_  
\_\_\_\_\_

Lura Davidson  
Print or Type Name of Sponsoring Entity Board President

3/20/2014  
Date

Lura Davidson  
Signature of Sponsoring Entity Board President

3/20/2014  
Date

# CAMPAIGN CONTRIBUTION DISCLOSURE

**Instructions:** Complete one form for each member of the sponsoring entity board and any member of the application team that will have a substantial role in the day to day operation of the charter if awarded. Applicants are to disclose any campaign contributions or benefits offered to any individuals running for or elected to a public office for the period January 1, 2004 to the present. In none, complete and submit one form in the name of the application contact person noting N/A on the *DATE* line below.

Individual making report: COUNCILMAN M. RYAN THOMASON  
(Please Print or Type Full Name)

Employer or Company Represented: K1 education foundation  
(Please Print or Type Full Name)

Position/Title: BOARD MEMBER  
(Please Print or Type Full Name)

Date of contribution or gift: N/A

Amount contribution or gift: \_\_\_\_\_

Name of person receiving contribution or gift: \_\_\_\_\_

Detailed description of contribution or gift: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Lura Davidson

Print or Type Name of Sponsoring Entity Board President

3/20/2014

Date

Lura Davidson

Signature of Sponsoring Entity Board President

3/20/2014

Date

Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment E: Eligibility Documents

- Generation 19 Eligibility Documentation Cover Sheet
- 501(c)(3) determination letter from IRS
- Certificate of Filing
- Certificate of Formation
- Current Periodic Report
- Current Bylaws
- Attendance Receipt from applicant information session
- Two copies of published notices

\*\* Ki education foundation is a Texas non-profit entity and question 7a and 7b is Not Applicable



**GENERATION 19 ELIGIBILITY DOCUMENTATION COVER SHEET AND COMPLETENESS CHECKLIST**

A complete eligibility documentation submission must be assembled in this order:

- 1. Completed Eligibility Documentation Coversheet
- 2. 501(c)(3) determination letter from the IRS
- 3. Articles of Incorporation (*if incorporated before December 31, 2005*) OR Certificate of Filing and Certificate of Formation (*if incorporated after January 1, 2006*), and any amendments to these documents
- 4. Current bylaws including any amendments
- 5. Attendance receipt from an applicant information session
- 6. Copies of the published notice(s) of the public meetings held for each proposed campus, as they appeared in PRINTED MEDIA.
- 7. Applicants from other states: *Not Applicable. Ki education foundation was formed*
  - a. The completed Out of State Portfolio Demonstration Form (*found in TEXAS. on the next page of this document*)
  - b. Copies of the state-issued performance data for EVERY charter school/campus currently in operation

Name of Sponsoring Entity Ki education foundation

Primary contact person: Paul Camden

Phone Number: 5126180787

Email: pcamden@gmail.com

**Certification**

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocations after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the organization

Lura Davidson  
Name of Sponsoring Entity Board Chair

Lura Davidson  
Signature of Sponsoring Entity Board Chair

Feb. 28, 2014  
Date

OUT OF STATE OPERATOR PORTFOLIO DEMONSTRATION FORM

- We have read and understood TEC§§12.101 and 12.1011
- The portfolio history provided in Attachment OS.1 is a true and accurate representation of our school portfolio to date, and includes all schools that have ever been operated by our organization.
- The academic performance data provided in Attachment OS.1 is true and accurate, and includes all available information on all of our schools currently in operation, regardless of opening year.
- Our portfolio performance is in compliance with statutory eligibility requirements listed above, namely:
  - We have not, in the last 10 years, lost any school under our management for any of the reasons described.
  - We are not affiliated with an organization that has, in the last 10 years, lost any school under its management for any of the reasons described.
  - The academic data provided in this eligibility packet and in Attachment OS.1 demonstrates that every school in our portfolio, regardless of location, is performing equivalent to one of the two highest performance levels in the Texas accountability rating system.

-OR-

- Our portfolio performance is NOT in compliance with statutory eligibility requirements listed above.

EXPLAIN ANY LOSSES OF SCHOOLS OR ANY ACADEMIC PERFORMANCE DEFICIENCIES THAT ARE OUT OF COMPLIANCE AS NOTED ABOVE. TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

**Certification**

By my signature below, I certify that the information contained herein, and in all elements of our open enrollment charter school application, is true and accurate. I understand that the TEA reserves the right to request additional information about the schools in our portfolio or a subset thereof, and that the TEA may contact other organizations with whom we hold contracts, including the authorizers or governing bodies of schools in our portfolio, to verify information and conduct due diligence.

Lura Davidson  
Signature

Feb. 28, 2014  
Date

Lura Davidson  
Name

Board Chair  
Title

Date: JUL 31 2013

KI EDUCATION FOUNDATION  
C/O FLOYD GREEN JR  
3114 MERCER UNIVERSITY DR STE 200  
ATLANTA, GA 30341

Employer Identification Number:  
46-2295875  
DLN:  
17053107310003  
Contact Person:  
EDWINA O MCCURDY ID# 31229  
Contact Telephone Number:  
(877) 829-5500  
Accounting Period Ending:  
June 30  
Public Charity Status:  
170(b)(1)(A)(ii)  
Form 990 Required:  
Yes  
Effective Date of Exemption:  
March 9, 2013  
Contribution Deductibility:  
Yes  
Addendum Applies:  
No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

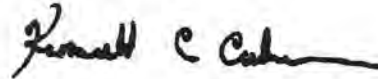
Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)

We have sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

A handwritten signature in black ink, appearing to read "Kenneth C. Cahn". The signature is fluid and cursive, with a long horizontal stroke at the end.

Director, Exempt Organizations

Enclosure: Publication 4221-PC

Letter 947 (DO/CG)



## Office of the Secretary of State

The undersigned, as Secretary of State of Texas, does hereby certify that the attached is a true and correct copy of each document on file in this office as described below:

ki education foundation  
Filing Number: 801747336

Nonprofit Periodic Report

February 27, 2014

In testimony whereof, I have hereunto signed my name officially and caused to be impressed hereon the Seal of State at my office in Austin, Texas on March 11, 2014.



*NANDITA BERRY*

Nandita Berry  
Secretary of State



## Office of the Secretary of State

### CERTIFICATE OF FILING OF

ki education foundation  
File Number: 801747336

The undersigned, as Secretary of State of Texas, hereby certifies that a Certificate of Formation for the above named Domestic Nonprofit Corporation has been received in this office and has been found to conform to the applicable provisions of law.

ACCORDINGLY, the undersigned, as Secretary of State, and by virtue of the authority vested in the secretary by law, hereby issues this certificate evidencing filing effective on the date shown below.

The issuance of this certificate does not authorize the use of a 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: 03/09/2013

Effective: 03/10/2013



John Steen  
Secretary of State

Phone: (512) 463-5555  
Prepared by: Linda Basler

*Come visit us on the internet at <http://www.sos.state.tx.us/>*

Fax: (512) 463-5709  
TID: 10306

Dial: 7-1-1 for Relay Services  
Document: 469994270002



## Office of the Secretary of State

March 12, 2013

Attn: ki educational foundation

Philip Muzzy  
307 Suttles ave  
San Marcos, TX 78666 USA

RE: ki education foundation  
File Number: 801747336

-----  
It has been our pleasure to file the certificate of formation and issue the enclosed certificate of filing evidencing the existence of the newly created nonprofit corporation.

Nonprofit corporations do not automatically qualify for an exemption from federal and state taxes. Shortly, the Comptroller of Public Accounts will be contacting the corporation at its registered office for information that will assist the Comptroller in setting up the franchise tax account for the corporation. Information about franchise tax, and contact information for the Comptroller's office, is available on their web site at <http://window.state.tx.us/taxinfo/franchise/index.html>. For information on state tax exemption, including applications and publications, visit the Comptroller's Exempt Organizations web site at <http://window.state.tx.us/taxinfo/exempt/index.html>. Information on exemption from federal taxes is available from the Internal Revenue Service web site at [www.irs.gov](http://www.irs.gov).

Nonprofit corporations do not file annual reports with the Secretary of State, but do file a report not more often than once every four years as requested by the Secretary. It is important for the corporation to continuously maintain a registered agent and office in Texas as this is the address to which the Secretary of State will send a request to file a periodic report. Failure to maintain a registered agent or office in Texas, failure to file a change to the agent or office information, or failure to file a report when requested may result in the involuntary termination of the corporation. Additionally, a nonprofit corporation will file documents with the Secretary of State if the corporation needs to amend one of the provisions in its certificate of formation. If we can be of further service at any time, please let us know.

Sincerely,

Corporations Section  
Business & Public Filings Division  
(512) 463-5555  
Enclosure

*Come visit us on the internet at <http://www.sos.state.tx.us/>*

Phone: (512) 463-5555  
Prepared by: Linda Basler

Fax: (512) 463-5709  
TID: 10286

Dial: 7-1-1 for Relay Services  
Document: 469994270002

Secretary of State  
P.O. Box 13697  
Austin, TX 78711-3697  
FAX: 512/463-5709



Filed in the Office of the  
Secretary of State of Texas  
Filing #: 801747336 03/09/2013  
Document #: 469994270002  
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## Certificate of Formation Nonprofit Corporation

### Article 1 - Corporate Name

The filing entity formed is a nonprofit corporation. The name of the entity is :

**ki education foundation**

### Article 2 - Registered Agent and Registered Office

A. The initial registered agent is an organization (cannot be corporation named above) by the name of:

OR

B. The initial registered agent is an individual resident of the state whose name is set forth below:

Name:

**Philip Muzzy**

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

Street Address:

**307 Suttles Ave San Marcos TX 78666-5086**

### Consent of Registered Agent

A. A copy of the consent of registered agent is attached.

OR

B. The consent of the registered agent is maintained by the entity.

### Article 3 - Management

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

OR

B. Management of the affairs of the corporation is to be vested in its board of directors. The number of directors, which must be a minimum of three, that constitutes the initial board of directors and the names and addresses of the persons who are to serve as directors until the first annual meeting or until their successors are elected and qualified are set forth below.

Director 1: **Philip Muzzy**

Title: **Director**

Address: **307 Suttles Ave San Marcos TX, USA 78666-5086**

Director 2: **Jerome Iager**

Title: **Director**

Address: **2192 Herzog Kyle TX, USA 78640-6144**

Director 3: **Cayce Stevenson**

Title: **Director**

Address: **250 S. Stagecoach Trail Apt #224 San Marcos TX, USA 78666-5086**

### Article 4 - Organization Structure

A. The corporation will have members.

or

B. The corporation will not have members.

### Article 5 - Purpose

The corporation is organized for the following purpose or purposes:

**This corporation is organized and operated exclusively for educational purposes within the meaning of 501(c)(3) of the Internal Revenue Code.**



which corporations may be organized under the Nonprofit Corporation Law of Texas, provided, however, that the corporation shall only engage in acts or activities that are consistent with and in furtherance of its 501(c)(3) tax-exempt purposes, which are described in other provisions of these articles

**Supplemental Provisions / Information**

[The attached addendum, if any, is incorporated herein by reference.]

**Effectiveness of Filing**

A. This document becomes effective when the document is filed by the secretary of state.

**OR**

B. This document becomes effective at a later date, which is not more than ninety (90) days from the date of its signing. The delayed effective date is: **March 10, 2013**

**Organizer**

The name and address of the organizer are set forth below.

**Philip Muzzy**      **307 Suttles Ave San Marcos, TX 78666-5086**

**Execution**

The undersigned affirms that the person designated as registered agent has consented to the appointment. The undersigned signs this document subject to the penalties imposed by law for the submission of a materially false or fraudulent instrument and certifies under penalty of perjury that the undersigned is authorized under the provisions of law governing the entity to execute the filing instrument.

**Philip Muzzy**

Signature of organizer.

FILING OFFICE COPY



**PERIODIC REPORT - DOMESTIC NONPROFIT CORPORATION**

File Number: **801747336**

1. The name of the corporation is: **ki education foundation**
2. It is incorporated under the laws of: **TEXAS, USA**
3. The name of the registered agent is: **Carlton Kincaid**
4. The registered office address, which is identical to the business office address of the registered agent in Texas, is:  
**112 Hidden Forest, La Vernia, TX, USA 78121-5904**

**Consent of Registered Agent**

- A. A copy of the consent of registered agent is attached.
- OR**
- B. The consent of the registered agent is maintained by the entity.

5. If the corporation is a foreign corporation, the address of its principal office in the state or country under the laws of which it is incorporated, is:  
\_\_\_\_\_

6. The names and addresses of all directors of the corporation are:

Director 1: (Individual Name) **Carlton Kincaid**

Address: **112 Hidden Forest La Vernia, TX, USA 78121-5904**

Director 2: (Individual Name) **Trinidad San Miguel**

Director 3: (Individual Name) **Lura Davidson**

Address: **11709 Enchanted Sunset San Antonio, TX, USA 78253-5010**

Director 4: (Individual Name) **Ruben Garza**

Address: **11012 Whiskey River Drive Austin, TX, USA 78748-1869**

Director 5: (Individual Name) **Michael Ryan Thomason**

Address: **2008 North View Drive San Marcos, TX, USA 78666-2295**

7. The names, addresses and titles of all officers of the corporation are:

Officer 1: (Individual Name) **Lura Davidson** Title: **President**

Address: **11709 Enchanted Sunset San Antonio, TX, USA 78253-5010**

Officer 2: (Individual Name) **Carlton Kincaid** Title: **Secretary**

Address: **112 Hidden Forest La Vernia, TX, USA 78121-5904**

Officer 3: (Individual Name) **Carlton Kincaid** Title: **Vice-President**

Address: **112 Hidden Forest La Vernia, TX, USA 78121-5904**

**Execution:**

The undersigned affirms that the person designated as registered agent has consented to the appointment. The undersigned signs this document subject to the penalties imposed by law for the submission of a materially false or fraudulent instrument and certifies under penalty of perjury that the undersigned is authorized under the provisions of law governing the entity to execute the filing instrument.

Date: **February 27, 2014**

**Carlton T. Kincaid**

Signature of authorized officer

Attachment 2

BYLAWS



## **ARTICLE I – NAME, PURPOSE**

Section 1: The name of the corporation is ki educational foundation (the “Organization”), a Texas non-profit corporation.

Section 2: The Organization is organized exclusively for charitable and educational purposes. No substantial part of the activities of the Organization will consist of the publication or dissemination of materials or statements with the purpose of attempting to influence legislation, and the Organization will not participate or intervene in any political campaign on behalf of or in opposition to any candidate of public office. The Organization will not engage in any activities or exercise any powers that are not in furtherance of the charitable and educational purposes described in the Certificate of Formation.

The properties and assets of the Organization are irrevocably dedicated to charitable and educational purposes. No part of the net earnings, properties or assets of this corporation, on dissolution or otherwise shall inure to the benefit of any private person, or any director or officer of this Organization. On liquidation or dissolution, all properties, assets and obligations will be distributed or paid over to an organization dedicated to charitable and educational purposes that is tax-exempt pursuant to Internal Revenue Code Section 501(c)(3) as amended or as otherwise required by state and federal law. The Organization, in all its activities and programs, shall not discriminate on the basis of sex, national origin, ethnicity, religion, disability or any manner prohibited by law. Any charter school operated by the Organization will not deny admission based on sex; national origin; ethnicity; religion; disability; academic, artistic, or athletic ability; or the Organization the child would otherwise attend under state law, or any other factors prohibited by state or federal law.

## **ARTICLE II – MEMBERS**

The Organization shall have no members.

## **ARTICLE III – BOARD OF DIRECTORS**

**Section 1: Powers.** The business and affairs of the Organization shall be managed by the Board of Directors of the Organization (the “Board”). The Board shall be responsible for adoption and implementation of policy for the Organization and for the management, operation, oversight and accountability of any Texas charter school operated by the Organization. Without limiting the Board’s authority, the following powers and duties must generally be exercised by the Board, acting as a body corporate in meetings posted and conducted in compliance with Texas Government Code, Chapter 551:

- (a) Final authority to hear or decide employee grievances, citizen complaints or parental concerns;
- (b) Final authority to adopt or amend the budget of the Organization or the

- (c) Final authority to authorize the expenditure or obligation of state funds or the use of public property;
- (d) Final authority to direct the disposition or safekeeping of public records;
- (e) Final authority to adopt policies governing the Charter Schools' operations;
- (f) Final authority to approve audit reports under TEC §44.008(d); and
- (g) Initial or final authority to select, employ, direct, evaluate, renew, non-renew, terminate or set compensation for any chief executive officers.

**Section 2: Number of Directors.** The Board shall have up to 9 and not fewer than 3 directors. The number of directors may increase or decrease in accordance with Section \_\_\_ of this Article IV, but in no case shall the number be less than three (3). **Section 2: Compensation of Directors.** Directors shall serve without compensation for their services as directors of the Organization. Directors may be reimbursed for necessary and reasonable expenses incurred in the performance of duties as directors of the Organization.

**Section 3: Election of Directors.** The Board shall elect vacancies on the Board as and when required at any meeting of the Board duly called for such purpose by a vote of a majority of the directors then in office. Each director so elected shall serve a) for the balance of the unexpired term in the case of a vacancy created because of resignation, removal, death or otherwise; or b) for the term specified by the Board in the case of an election upon expiration of a term of a director or an increase in the number of directors authorized by these Bylaws.

**Section 4: Terms.** Each director shall serve for a 3 year term. A director whose term has expired may be elected to serve any number of successive terms. A director's term shall not be extended or shortened beyond the term for which the director was elected by an amendment of these Bylaws or other Board action..

**Section 5: Removal of Directors.** The Board may remove a director, with or without cause, by an affirmative vote of three-fourths of the directors of the Board then in office, excluding the vote of the director subject to removal. Any director removed by this Section 4.4 shall also be deprived of status as an officer of the Organization.

**Section 6: Resignation of Directors.** A director may resign at any time by written notice to the President or Secretary of the Board. The resignation shall take effect at the time specified therein or if no time is specified at the time the notice is received by the Secretary. The acceptance of a resignation by the President or Secretary shall not be necessary to make it effective. A director shall be deemed to have resigned in accordance with this Section 6 of the Bylaws if s/he has three unexcused absences from Board meetings in a fiscal year, unless the Board acts affirmatively to retain the director.

## **ARTICLE IV – MEETINGS OF THE BOARD OF DIRECTORS**

**Section 1. Meetings.** Meetings of the Board shall be conducted in accordance with the

or business of the Organization without posting notice of a meeting as set forth in these Bylaws and in accordance with the Texas Open Meetings Act. Directors shall normally attend meetings of the Board in person.

(a) Closed Session: The Board may meet in a meeting closed to the public to deliberate on those matters specified in the Texas Open Meetings Act as proper for closed meetings, including but not limited to consultation with attorney, real estate, prospective gifts or donations, personnel matters, security personnel or devices, discipline of a student and complaint against an employee (unless the student or employee respectively requests an open meeting).

(b) Emergency Meetings: In the event of an emergency as defined in the Texas Open Meetings Act, a meeting may be conducted by telephone conference call. If a meeting involves telephonic participation, the telephonic participation must be by conference call in which all persons participating can be heard by all other participants and the public.

**Section 2. Annual Meeting.** An annual meeting of the Board shall be held each year on a date set by the Board, at which all officers of the Organization shall be elected, and there shall be transacted such other business as may properly be brought before the Board.

**Section 3. Regular Meetings.** Regular meetings of the Board shall be held at least quarterly at the corporate office or on the campus of a charter school operated by the Organization, or such other time or place as the Board may designate from time to time within the state of Texas.

**Section 4. Special Meetings.** Special meetings of the Board may be held at any time upon the call of the President of the Board or upon written demand of at least two (2) or more directors.

**Section 5. Quorum.** A quorum for the transaction of business by the Board shall consist of a majority of the directors of the Board then in office.

**Section 6. Agenda.** At regular meetings of the Board, the order of business shall be established in an agenda approved by the President and as presented in the notice of the meetings. The agenda shall identify all matters to be presented to and considered by the Board. Matters not disclosed in the agenda and meeting notice available to the public shall not be deliberated or be considered by the Board, except as permitted by the Texas Open Meetings Act.

**Section 7. Action Taken at Meetings.** Any business may be transacted and any corporate action taken that has been properly placed on an agenda at any annual, regular or special meeting of the Board at which a quorum is present and except as otherwise provided by law or these Bylaws, the vote of a majority of the Directors members present at the meeting shall be the act of the Board as body corporate. Voting on all questions may be by voice vote. A roll call vote on any motion or resolution may be requested by any director.

**Section 8. Fundamental Actions Requiring Greater Vote.** In accordance with Section

Board then in office:

- (a) amendment of a certificate of formation;
- (b) voluntary winding up under Chapter 11;
- (c) a revocation of a voluntary decision to wind up under Chapter 11
- (d) a cancellation of an event requiring winding up under Chapter 11
- (e) a reinstatement under Section 11.202;
- (f) a distribution plan under Section 22.305;
- (g) a plan of merger under Subchapter F;
- (h) a sale of all or substantially all of the assets of the Organization;
- (i) a plan of conversion under Subchapter F; or
- (j) a plan of exchange under Subchapter F.

**Section 9. Resolutions and Minutes.** All motions and resolutions of the Board will be written or recorded in the minutes of the Board and certified copies will be placed in the corporate records of the Board. Such records shall be maintained and made available to the public in accordance with state law, the Texas Open Meetings Act and these Bylaws.

**Section 10. Notice of Meetings to Directors.** Not less than 72 hours nor more than thirty (30) days (inclusive of the date of the meeting) before the date of any regular or special meeting of the Board, the Secretary of the Board, or any other officer of the Board, shall cause a written notice setting forth the time, place and general purposes of the meeting to be delivered personally, to be sent by facsimile, or by email, or to be deposited in the mail, with postage paid, addressed to each director of record at his or her last address (including email or facsimile number) as it appears in the Organization's records. Notice that is mailed to a director must be deposited in the mail no less than five (5) days (exclusive of the date of the meeting) before the date of the meeting. Attendance of a director at a meeting constitutes a waiver of notice, unless the director attends a meeting for the express purpose of objecting to the transaction of any business on the ground that the meeting is not lawfully called or convened.

**Section 11. Public Notice of Meetings.** Public notice of all meetings of the Board, of the Executive Committee, and of all committees authorized by the Board with Board authority shall be given pursuant to and as required by the Texas Open Meetings Act. Pursuant thereto, notice of all meetings of the Board, except as otherwise permitted by state law or these Bylaws, will be posted as described below at least 72 hours before the time of the meeting.

- (a) Posting of Notice: Notice to the public of any meeting shall be posted at the administrative offices of the Organization and at each charter school campus in a location convenient to the public at least 72 hours before the time of such meeting.
- (b) Emergency Notice: Emergency meetings as may be allowed under the Texas Open Meetings Act may be posted up to two hours before the time of such meeting. The emergency or public necessity for an emergency meeting shall be clearly identified in the notice.
- (c) Internet Posting: Notice and the agenda of all meetings of the Board shall also be posted on the Organization's internet website, if any, concurrently



- (d) **Closed Session:** The agenda shall clearly state whether the Board intends to convene in a closed session, and shall identify separately each matter to be deliberated by the Board in the closed session and whether the Board may take action on any such matter upon returning to the open session of the meeting. The Secretary shall note the times in the open session that the Board convenes to and adjourns from the closed session.

## **ARTICLE V – OFFICERS**

**Section 1. Officers and Duties.** The officers of the Organization shall consist of the President, Vice-President, a Treasurer and a Secretary, and such other officers that the Board from time to time may establish by a vote of the majority of directors then in office. Their duties are as follows:

- a) The President shall convene regularly scheduled Board meetings, shall preside or arrange for other members to preside at each meeting.
- b) Vice-President will act under the direction of the President and in his absence have the duties and powers as the President. A Vice-President will have other duties and powers as the President of the Board may assign.
- c) The Secretary shall be responsible for keeping records of Board actions, including overseeing the taking of minutes at all board meetings, sending out meeting announcements, distributing copies of minutes and the agenda to each Board members, and assuring that corporate records are maintained.
- d) The Treasurer shall make a report at each Board meeting. Treasurer shall chair the finance committee, assist in the preparation of the budget, help develop fundraising plans, and make financial information available to Board members and the public.

**Section 2. Election and Term.** The officers shall be elected by the Board at the annual meeting of the Board or at any other meeting of the Board called for such purposes, and each officer will serve for a 2 year term and until his or her successor is elected. Any officer may be elected to succeed him or herself. Any vacancy occurring in any office of the Organization may be filled for the unexpired duration of the term by a vote of the majority of directors of the Board present at a meeting of the Board.

## **ARTICLE V -COMMITTEES**

**Section 1. Authorization of Committees.** The Board may create committees as needed. The rules of procedure of any committee may be set by the Board. Any committee may be abolished or any committee member removed for any reason and at any time by a vote of the majority of the Board present at a duly called meeting of the Board. All such committees shall be subject to the direction of the Board and, except with respect to the Executive Committee, all actions of any committee shall be subject to Board approval.

Bylaws, the Executive Committee shall have all of the powers and authority of the Board of Directors in the intervals between meetings of the Board of Directors, subject to the direction and control of the Board of Directors. Meetings of the Executive Committee shall be conducted in compliance with the Texas Open Meetings Act.

**Section 3. Committee Meetings.** Written notice of the time, place and agenda of all committee meetings will be given by the committee chair in the same manner as notices given for regular Board meetings, and if so required, in compliance with the Texas Open Meetings Act. Each committee will keep and deliver a copy of minutes of its proceedings to the Secretary of the Board and will report briefly on its activities at each Board meeting.

## **ARTICLE VI – DEPOSITS, CHECKS, LOANS AND CONTRACTS**

**Section 1. Deposits.** All funds of the Organization not otherwise employed will be deposited in banks or other depositories designated by the Board of Directors and in accordance with state law.

**Section 2. Transactions.** All checks, drafts, endorsements, notes and evidences of indebtedness of the Organization will be signed by such officers or agents and all endorsements for deposits to the credit of the Organization will be made as authorized by the Board.

**Section 3. Loan or Grant Authority.** No loans or advances will be contracted on behalf of the Organization, and no note or other evidence of indebtedness will be issued in its name, except as authorized by the Board.

**Section 4. Contract Authority; Execution of Instruments.** Unless specifically authorized by the Board of Directors or as otherwise required by law, all final contracts, deeds, conveyances, leases, promissory notes, or legal written instruments executed in the name of and on behalf of the Organization shall be signed and executed by the Chief Executive Officer or the President (or such other person designated by the Board), pursuant to the general authorization of the Board.

## **ARTICLE VII – CONFLICTS OF INTEREST; ETHICS**

**Section 1. Ethics, Conflict of Interest, and Nepotism Policy.** The Organization and the Board shall comply with the Ethics, Conflict of Interest, and Nepotism Policy attached hereto and incorporated herein by reference as **Exhibit A** to these Bylaws.

**Section 2. Loans.** No loans or grants will be made by the Organization to its directors, officers, employees or committee members. Directors who vote for or assent to, and any officer who participates in, the making of a loan to a Director or officer will jointly and severally be liable to the Organization for the amount of the loan until it is repaid.

## **ARTICLE VIII – INDEMNIFICATION OF DIRECTORS AND OFFICERS**

**Section 1. Liability.** A director or committee member will not be required to furnish any bond or surety for his services as a director or committee member, and will not be liable for the act or omission of any other director or committee member.

action in court or other proceeding because he is or was a director or committee member will be indemnified by the Organization against any and all liability and the reasonable expenses, including attorney's fees, incurred in connection with the defense or settlement of the action, except where it is adjudged that the director or committee member is liable for gross negligence, bad faith or willful misconduct in performing his duties. The right of indemnification will not exclude any other right of the director or committee member. INDEMNIFICATION UNDER THIS SECTION IS SUBJECT TO ANY AND ALL PROHIBITIONS, RESTRICTIONS AND LIMITATIONS IMPOSED BY LAW.

**Section 3. Insurance.** The Board will have the power to purchase and maintain at the Organization's expense insurance on behalf of the Organization, the Board and others.

## **ARTICLE IX – AMENDMENTS**

These Bylaws may be amended or new bylaws adopted by a vote of two-thirds of the directors then in office provided that the written notice setting forth in detail the proposed revisions to the Bylaws is provided to the directors at least three (3) days in advance of the meeting in compliance with the Texas Open Meetings Act. Any amendment of the Bylaws shall be approved by the Board for submission to the Commissioner of Education in the form of a charter amendment and any such amendments shall take effect upon the approval by the Commissioner of the charter amendment.

## **ARTICLE X – MISCELLANEOUS**

**Section 1. Fiscal Year.** The fiscal year of the Organization will commence on July 1 of each year and will end on June 30 of the next year.

**Section 2. Annual Report.** In addition to such other reports and information as may be required by the Texas Education Code and the interpretive regulations, the Board shall have the financial and programmatic operations of any Texas charter school operated by the Organization audited annually by a certified public accountant licensed by the Texas State Board of Public Accountancy and registered as a provider of public accounting services, and the Board shall review, approve and file a copy of the annual audit report with the Texas Education Agency (TEA) no later than 150 days after the end of the fiscal year for which the audit is made.

**Section 3. Records.** The Organization will maintain at its principal office all financial books and records of account, all minutes of the Board meetings and committee meetings, the list of directors, and copies of all other material corporate records, books, documents and contracts as required by law. All such records will be made available for inspection at any reasonable time during usual business hours for any lawful purpose to any officer, director, or person authorized by law or the Board to inspect such records, and as required by the Texas Public Information Act. Upon leaving office, each director, officer or agent of the Organization will turn over to the President in good order any Organization monies, books, records, minutes, lists, documents, contracts or other property of the Organization in his or her custody or control.

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**Section 4. Interpretation and Compliance with Laws.** These Bylaws are subject to and

Organization, including the Texas Education Code, interpretive regulations, pertinent local ordinances and the Certificate of Formation of the Organization and any amendments thereto.

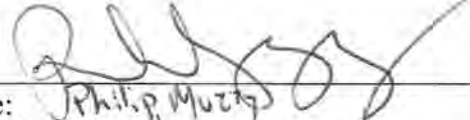
### CERTIFICATION

The undersigned, as Secretary of the Board of the Directors of the Organization, hereby certifies that these bylaws were adopted and made effective by the Board of Directors of the Organization at a meeting held on Nov 22, 2013.

By: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

  
Philip Muzzey  
President

## EXHIBIT A

### **ETHICS, CONFLICT OF INTEREST AND NEPOTISM POLICY**

This Ethics, Conflict of Interest and Nepotism Policy is adopted by the Board of Directors of the Organization on [11, 22 2013].

The Board is committed to maintaining the highest legal and ethical standards in the conduct of the business of the Organization, and to protecting the integrity and reputation of the Organization, the Board and all the employees, volunteers and programs of the Organization. This Policy is intended to supplement but not replace any applicable federal, state or local laws governing conflicts of interest applicable to charter schools and charitable organizations.

#### **I. Ethical Principles**

**A. Personal and Professional Integrity.** Directors and Officers, as well as employees, volunteers, and advisors of the Organization, must conduct themselves in an honest and ethical manner, including the ethical handling of actual or apparent conflicts of interest, as set forth below.

**B. Financial Stewardship.** The Organization manages its funds responsibly and prudently. It oversees the funds entrusted to it consistent with state and federal law and consistent with donor intent to support the purpose and mission of the Organization and the students and community in which it operates. It ensures that all spending practices and policies are reasonable and appropriate and all financial reports are factually accurate and complete in all material respects. As a tax-exempt public charity, the Organization uses and expends its funds in a manner that advances the charitable and educational mission and objectives of the Organization and not the private interests of Directors or Officers.

**C. Public Accountability.** The Organization provides comprehensive and timely information in accordance with applicable state and federal law and is responsive to reasonable requests for information about its activities. Basic informational data about the Organization such as the IRS Form 990, audited financial statements and Annual Financial and Compliance Report shall be made available to the public in accordance with applicable state and federal law.

**D. Accuracy and Retention of Records.** The Organization will create and maintain records that satisfy operational and legal requirements including federal, state and local laws.

**E. Political Activities.** As a 501(c)(3) tax-exempt public charity, the Organization is prohibited from engaging in political activities and its tax-exempt status is in part dependent upon whether it conducts political activities. Anyone serving as a Director, Officer, employee, volunteer, vendor or contractor must not use their relationship with the Organization to promote or oppose candidates or parties or to create the appearance that the Organization endorses or opposes a candidate or party for elected office.

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person to endorse or gain support for a cause without prior authorization in writing from the Organization Board.

**G. Questions, Concerns or Reports of Violations.** Questions or concerns should be directed to one or more of the following: the Chairman of the Board of Directors or the Chief Executive Officer. If a Director, Officer, employee, volunteer or contractor believes a colleague is violating the obligations or expectations of this Policy, or is otherwise acting in an illegal or unethical manner, it is his/her duty to report it. Doing so is not an act of disloyalty, but of loyalty to the Organization and the principles that it intends to uphold and the type of community it seeks to foster. A report also safeguards the reputation and assets of the Organization, and can safeguard an individual from criminal, civil or disciplinary action for failure to report a crime or ethical lapse.

**H. Staff Obligations.** In addition to this Policy, staff members shall also be obliged to conduct themselves in accordance with, among other things, the employee policies of the Organization.

## **II. Conflicts of Interest**

**A. Statement on State Law.** The Organization and its Officers and Directors shall comply with state law governing conflicts of interest among charter school and charter holder board members and officers, as described in Chapter 12 of the Texas Education Code and 19 T.A.C. §§ 100.1131 - 100.1135, including but not limited to the following:

### **i. Employees Serving on the Board.**

- (1) A member of the governing body of a charter holder, a member of the governing body of a charter school, and an officer of a charter school shall comply with Local Government Code, Chapter 171, in the manner provided by the conflict of interest provisions described in 19 T.A.C. §§100.1131 - 100.1135.
- (2) Except as otherwise provided by law, a person who receives "compensation or remuneration" (as defined by law) from a nonprofit corporation holding an open-enrollment charter may not serve on the governing body of the charter holder.
  - a. If each charter school operated by a charter holder has received a satisfactory rating, as defined by applicable law, for at least two of the preceding three school years, then charter school employees may serve on the governing body of the charter holder as described below and as provided by law.
  - b. If a charter holder has operated at least one charter school which reported attendance that occurred prior to September 2, 2001, but no charter school operated by the charter holder has received a sufficient number of substantive ratings to determine whether it has received a satisfactory rating for at least two of the preceding three school years, then charter school employees may serve on

- c. An employee of a charter school may serve as a member of the governing body of the charter holder if: (i) only employees of the charter school, and not employees of the charter holder, serve on the governing body of the charter holder; (ii) the only compensation or remuneration received by the board member is salary, bonuses, benefits, or other compensation received pursuant to the employment relationship with the charter school; (iii) charter school employees do not constitute a quorum of the governing body or any committee of the governing body; and (iv) all charter school employees serving on the governing body comply with all applicable conflict of interest provisions required by law.

**ii. Conflicts Requiring an Affidavit and Abstention from Voting.** The following circumstances shall be deemed a Conflict of Interest (as defined below) and the Director or Officer shall, in addition to the procedures set forth in Section C, take action as described below:

(1) If a Director or Officer has a substantial interest in a business entity or in real property, the official shall file, before a vote, decision, or other action on any matter involving the business entity or the real property, an affidavit stating the nature and extent of the interest (Exhibit A-2, attached) and shall abstain from further participation in the matter if:

- (a) In the case of a substantial interest in a business entity, the vote, decision, or other action on the matter will have a special economic effect on the business entity that is distinguishable from the effect on the public; or
- (b) In the case of a substantial interest in real property, it is reasonably foreseeable that a vote, decision, or other action on the matter will have a special economic effect on the value of the property, distinguishable from its effect on the public.

(2) The affidavit described above (Exhibit A-2) must be filed with the official record keeper of the charter holder. For the Organization, the affidavit should be filed with the Superintendent/CEO.

(3) If a Director or Officer is required to file and does file an affidavit as required above, the Director or Officer is not required to abstain from further participation in the matter requiring the affidavit if:

- (a) The Director or Officer is a member of the governing body of the charter holder or the charter school, and
- (b) A majority of the members of the governing body of which the Director or Officer is a member is composed of persons who are likewise required to file and who do file affidavits of similar interests on the same official action.

separate vote on any budget item specifically dedicated to a contract with a business entity in which a member of the governing body of the charter holder has a substantial interest. Abstention is required except as provided above and in 19 T.A.C. § 100.1133(c), otherwise the affected Director may not participate in that separate vote. The affected Director may vote on a final budget if: (a) the affected Director has complied with this chapter; and (b) the matter in which the affected Director is concerned has been resolved.

**iv. Conflict Disclosure Statement.** For purposes of Local Government Code chapter 176, a local government officer includes the Organization's Superintendent/CEO and Directors of the Board. The law proscribes that local government officers shall file the required conflicts disclosure statement (Exhibit B, attached), as adopted by the Texas Ethics Commission, with respect to an applicable vendor if the vendor enters into a contract with the Organization or if the Organization is considering entering into a contract with the vendor; and the vendor:

(1) Has an employment or other business relationship with the local government officer or a family member of the officer that results in the officer or family member receiving taxable income, other than investment income, that exceeds \$2,500 during the 12-month period preceding the date that the officer becomes aware that a contract has been executed or the Organization is considering entering into a contract with the person; or

(2) Has given to the local government officer or a family member of the officer one or more gifts that have an aggregate value of more than \$250 in the 12-month period preceding the date the officer becomes aware that such a contract has been executed or the Organization is considering entering into a contract with the vendor.

A local government officer is not required to file a conflicts disclosure statement in relation to a gift accepted by the officer or a family member of the officer if the gift is:

- Given by a family member of the person accepting the gift;
- A political contribution as defined by Title 15, Election Code; or
- Food, lodging, transportation, or entertainment accepted as a guest.

A local government officer shall file the conflicts disclosure statement (Exhibit B) with the records administrator (Superintendent/CEO or designee) of the Organization not later than 5:00 p.m. on the seventh business day after the date on which the officer becomes aware of the facts that require the filing of the statement.

A local government officer commits a Class C misdemeanor if the officer knowingly violates this law. It is an exception to the application of the penalty that the local government officer filed the required conflicts disclosure statement not later than the seventh business day after receiving notice from the Organization of the alleged violation.

The Organization must also provide access on its website to the conflicts disclosure statements and questionnaires (from vendors) required to be filed with the records administrator.

**B. Statement on Federal Law.** In addition to state laws described herein, the



the Internal Revenue Code and 26 CFR 53.4958 (the "federal tax rules") when it is contemplating entering into a transaction or arrangement that might benefit the private interest of a Director or Officer or other individual deemed to be a disqualified person under the federal tax rules. A "disqualified person" includes Directors and Officers and any person who is in a position to exercise substantial influence over the affairs of the organization. A "disqualified person" includes Family (as defined below) of the disqualified person. For compliance purpose, where state and federal regulations concerning conflicts of interest vary, the Organization and its Officer and Directors shall comply with the most restrictive requirement.

**i. Interested Person.** Any Director or Officer, employee, or member of a committee with powers delegated by the Board who has a direct or indirect Interest, as defined below, is an "Interested Person."

(1) A person has an "Interest" if the person has, directly or indirectly, through business, investment, or Family:

(a) an ownership or investment interest, directly or indirectly, in any entity with which the Organization has a transaction or arrangement,

(b) a compensation arrangement with the Organization or with any entity or individual with which the School has a transaction or arrangement, or

(c) a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the School is negotiating a transaction or arrangement.

(2) "Compensation" is defined to include direct and indirect remuneration as well as gifts or favors that are not insubstantial.

(3) A person has an "Interest" if the person has a substantial interest in a business entity or a substantial interest in real property as described in Section II.A(ii) above.

**ii. Interested Person with Conflict of Interest.** An Interested Person shall have a Conflict of Interest (as defined below) only if the Board or the appropriate committee determines that a Conflict of Interest exists in accordance with the procedures set forth below.

### **C. Conflict of Interest Procedures**

**i. Duty of Prior Disclosure.** In connection with any actual or potential conflict of interest, an Interested Person shall disclose the existence of the Interest in writing to the Board as soon as he or she has knowledge of it and the Board shall give such Interested Person the opportunity to disclose all material facts related thereto to the Board or designated committee considering the proposed transaction or arrangement. Such written disclosure shall be made part of and set forth in the Board minutes. In any event, the disclosure of any actual or potential conflict of interest by an Interested Person should occur prior to any

**(1) Transaction Not Subject to Board Action.** An Interested Person with any actual or potential conflict of interest with respect to a transaction or arrangement that is not the subject of Board action shall disclose to the Chief Executive Officer/Superintendent or designee. Such disclosure shall be made as soon as the Interest is known to the Interested Person.

**(2) Untimely Disclosure.** If an Interested Person fails to disclose the Interest before the Board acts on a transaction as to which a Director has an Interest, then the Interested Person shall promptly submit a written statement to the Board setting forth all material facts regarding the Interest, along with an explanation concerning the untimely nature of the notice.

**(3) Failure to Disclose.** If the Board has reasonable cause to believe that an Interested Person failed to disclose an Interest, the Board shall inform the Interested Person of the basis for such belief and afford the Interested Person an opportunity to explain the alleged failure to disclose. After hearing the Interested Person's explanation and conducting such investigation as may be warranted under the circumstances, the Board may determine that the Interested Person failed to disclose an actual Conflict of Interest. In such event, the Board shall vote on the appropriate corrective action.

**ii. Determining Whether a Conflict of Interest Exists.** After disclosure of the Interest and all material facts related thereto, the Interested Person shall leave the meeting of the Board or designated committee while a determination is made by disinterested Directors as to whether a conflict of interest ("Conflict of Interest") exists. No Director shall vote on any matter in which he or she has a Conflict of Interest.

**iii. Vote by Disinterested Directors**

**(1) Nonparticipation of Directors with Conflict.** A Director who has a Conflict of Interest shall neither vote nor participate in, nor be permitted to hear the Board's discussion of the matter, except to disclose material facts and to respond to questions. Such Director shall not attempt to exert his or her influence with respect to the matter, either before, during or outside of the Board meeting.

**(2) Action by Disinterested Directors.** If the Board concludes that a Conflict of Interest exists, the Board shall determine by voting whether the transaction should be authorized, approved or ratified. The vote shall be conducted as follows:

(a) Except as otherwise permitted by law, Directors with a Conflict of Interest shall leave the room in which the meeting is conducted.

(b) Except as otherwise allowed by law and as set forth in Section A(ii)(3), a majority of the disinterested Directors, without regard to any quorum requirement, must vote affirmatively for the transaction to be authorized, approved or ratified. However, a transaction cannot

**(3) Vote Not Disallowed by Presence of Directors with a Conflict.** The presence of, or a vote cast by, a Director with a Conflict of Interest in a transaction does not affect the validity of a vote regarding the transaction if the transaction is otherwise authorized, approved or ratified as prescribed herein.

**(4) Circumstances in which Comparability Data is Necessary.** If the transaction involves compensation for services of a Director, an Officer, or other individual deemed to be a disqualified person (as defined above) under the federal tax rules, or if the transaction involves the transfer of property or other benefit to a Director, Officer, or other individual deemed to be a disqualified person under the federal tax rules, the disinterested Directors or committee must determine that the value of the economic benefit provided by the Organization to the Interested Person or persons does not exceed the value of the consideration received in exchange by obtaining and reviewing appropriate comparable data ("Comparability Data").

(a) When considering the comparability of compensation for example, the relevant data which the Board or committee may consider includes, but is not limited to, the following: (1) compensation levels paid by similarly situated schools; (2) the availability of similar services within the same geographic area; (3) current compensation surveys compiled by independent firms; and (4) written offers from similar institutions competing for the same person's services. When the transaction involves the transfer of real property as compensation, the relevant factors include, but are not limited to, (1) current independent appraisals of the property and (2) offers received in a competitive bidding process.

(b) Based on the Comparability Data, the Board or committee shall determine by a majority vote of the disinterested Directors or committee members whether the transaction or arrangement is fair and reasonable to the Organization. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

(c) If such transaction or arrangement is approved by the Board or committee, the Comparability Data and the approval shall be made part of the Board minutes in accordance with Section (iv) below.

**iv. Documentation.** The Board Secretary shall keep accurate minutes reporting:

**(1) Interest Disclosed; Determination of Conflict of Interest.** That the Interested Person(s) disclosed the Interest and the Board determined whether a Conflict of Interest exists. The minutes should include:

(a) The name(s) of the person(s) who disclosed or otherwise were found to have an Interest in connection with an actual or possible conflict of interest, the nature of the Interest, any action taken to determine whether a Conflict of Interest was present, and the Board's

(b) The names of the persons who were present for discussions and votes relating to the Conflict of Interest, the content of the discussion including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

**(2) Nonparticipation of Directors with Conflict.** That the Director or Directors with an Interest or a Conflict of Interest left the room and did not participate in the determination of whether a Conflict of Interest exists or the vote regarding the transaction or arrangement;

**(3) Comparability Data.** The Comparability Data considered and relied upon by the Board in its consideration of the transaction or arrangement; and

**(4) Vote of Disinterested Directors.** That the remaining disinterested Directors reviewed the Transaction and voted upon it, and the result of their vote.

**D. Compensation.** A Director who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that Director's compensation.

i. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

ii. No voting member of the Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

iii. Except with respect to Board decisions regarding a bona fide class or category of employees pursuant to Local Government Code 573.062(b), a voting member of the Board or any committee whose jurisdiction includes compensation matters is precluded from voting on personnel matters (including matters related to compensation) concerning a person related within the third degree by consanguinity or within the second degree by affinity (as defined below and as specified by Section 573.002 of the Local Government Code).

**E. Definitions.** The following terms shall have the following meaning:

**i. Director or Officer.** A member of the governing body of a charter holder, a member of the governing body of a charter school, or an officer of a charter school. An officer means a person charged with the duties of, or acting as, a chief executive officer, a central administration officer, a campus

management company, or any other person; or a volunteer working under the direction of a charter holder, charter school, or management company. A charter holder employee or independent contractor engaged solely in non-charter activities for the charter holder is not an "officer of a charter school." 19 TAC 100.1.011(16).

**ii. Business entity.** A sole proprietorship, partnership, firm, corporation, holding company, joint-stock company, receivership, trust, agency, political subdivision, or any other entity recognized by law.

**iii. Substantial interest in business entity.** A person has a substantial interest in a business entity if: (1) the person owns 10% or more of the voting stock or shares of the business entity or owns either 10% or more or \$15,000 or more of the fair market value of the business entity; or (2) funds received by the person from the business entity exceed 10% of the person's gross income for the previous year.

**iv. Substantial interest in real estate.** A person has a substantial interest in real estate if the interest is an equitable or legal ownership with a fair market value of \$2,500 or more.

**v. Substantial interest through a relative or family member.** A Director or Officer is considered to have a substantial interest under this section if a person related to the Director or Officer within the third degree by consanguinity or the second degree by affinity, (as defined below) has a substantial interest under this section.

**vi. Family.** Family means a disqualified person's spouse, siblings, spouses of siblings, ancestors, children, grandchildren, great grandchildren, and spouses of children, grandchildren, and great grandchildren.

### III. Nepotism

**A. Nepotism Generally Prohibited.** The Organization is subject to a prohibition, restriction, or requirement, as applicable, imposed by state law or by a rule adopted under state law, relating to nepotism under Chapter 573, Government Code. A Director or other public official of the Organization (as defined by 11.1513(f) of the Texas Education Code and hereinafter for the purposes of this Article III, "Public Officer") may not hire, select, appoint, confirm the appointment of, or vote for the hiring, selection, appointment, or confirmation of an individual that is to be directly or indirectly compensated from public funds or fees of office, if:

i. The person is related to the Director or Public Officer by consanguinity (blood) within the third degree or by affinity (marriage) within the second degree (as defined below); or

ii. The Director or Public Officer holds the appointment or confirmation authority as a member of a local board and the person is related to another

**B. Superintendent/CEO as Public Officer.** If the Board delegates to the Superintendent/CEO of the Organization the final authority to select personnel of the charter school, the Superintendent/CEO is a public official for purposes of Chapter 573, Government Code, only with respect to a decision made under that delegation of authority. Regardless of any such delegation by the Board, each director remains subject to the nepotism prohibitions of Chapter 573, Government Code with respect to all charter school employees.

**C. Quorum.** Persons related to one another within the third degree by consanguinity or within the second degree by affinity (as defined below) shall not constitute a quorum of the governing body or any committee of the governing body of the charter holder or charter school.

**D. Independent Contractors.** The nepotism law governs the hiring of an individual, whether the individual is hired as an employee or as an independent contractor.

**E. Payment to Prohibited Person.** A Director or Public Officer may not approve an account or draw or authorize the drawing of a warrant or order to pay the compensation of an ineligible person if the Director or Officer knows the person is ineligible. *Local Gov't Code 573.083*; 19 T.A.C. § 100.1116.

**F. Relation by Consanguinity.** Two persons are related to each other by consanguinity (blood) if one is a descendant of the other or if they share a common ancestor. An adopted child is considered to be a child of the adoptive parents for this purpose. *Local Gov't Code 573.022*.

**G. Third Degree of Consanguinity.** An individual's relatives within the third degree by consanguinity are the individual's:

- i. Parent or child (first degree);
- ii. Brother, sister, grandparent, or grandchild (second degree); and
- iii. Great-grandparent, great-grandchild, aunt or uncle (who is sibling of a parent of the person), nephew or niece (who is a child of a brother or sister of the person) (third degree). *Local Gov't Code 573.023*.

*Note:* There is no distinction under the nepotism statute between half-blood and full-blood relations. Thus, half-blood relationships fall within the same degree as those of the full blood.

**H. Relation by Affinity.** Two persons are related to each other by affinity (marriage) if they are married to each other or if the spouse of one of the persons is related by consanguinity to the other person. The ending of a marriage by divorce or the death of a spouse ends relationships by affinity created by that marriage unless a child of the marriage is living, in which case the marriage is considered to continue as long as a child of that marriage lives. This provision applies to a Board member

**I. First Degree of Affinity.** A husband and wife are related to each other in the first degree by affinity. For other relationships, the degree of affinity is the same as the degree of the underlying relationship by consanguinity. For example, if two persons are related to each other in the second degree by consanguinity, the spouse of one of the persons is related to the other person in the second degree by affinity.

**J. Second Degree of Affinity.** A person's relatives within the second degree by affinity are:

i. The person's spouse;

ii. Anyone related by consanguinity to the person's spouse within the first or second degree; and

iii. The spouse of anyone related to the person by consanguinity within the first or second degree. *Local Gov't Code 573.025.*

**K. Existing Employees/Continuous Employment.** The nepotism prohibitions do not apply to the appointment of a person to a position if the person is employed in the position immediately before the election or appointment of the Director or Public Officer to whom the person is related in a prohibited degree and that prior employment is continuous for at least:

i. Thirty days, if the Director or Public Officer is appointed; or

ii. Six months, if the Director or Public Officer is elected. *Local Gov't Code 573.062(a).*

**L. Retired Teachers.** A teacher who has retired from a full-time, certified teacher position has broken his or her employment with the Organization and does not qualify for the continuous-employment exception to the nepotism laws. *Atty. Gen. Op. JC-442 (2001).*

**M. Continuous Employment Exception.** For purposes of calculating the appropriate date for the applicability of the continuous-employment exception, a superintendent with final authority to select personnel is an appointed Director or Public Officer. *Atty. Gen. Op. GA-177 (2004).* If an employee continues in a position under this exception, the Director or Public Officer to whom the employee is related in a prohibited degree may not participate in any deliberation or voting on the appointment, reappointment, employment, reemployment, change in status, compensation, or dismissal of the employee, if the action applies only to the employee and is not taken regarding a bona fide class or category of employees. *Local Gov't Code 573.062(b).* A "change in status" includes a reassignment within an organization, whether or not a change in salary level accompanies the reassignment. *Atty. Gen. Op. JC-193 (2000).* For an action to be "taken with respect to a bona fide category of employees," the officeholder's action must be based on objective criteria, which do not allow for the preference or discretion of the officeholder. *Atty. Gen. Op. DM-46 (1991).* The nepotism prohibitions do not apply

**N. Trading Prohibited.** A Director or Public Officer may not hire, select, appoint, confirm the appointment of, or vote for the hiring, selection, appointment, or confirmation of an individual to a charter position in which the individual's services are under the Director or Public Officer's direction or control if:

- i. The person is related to another Director or Public Officer within the prohibited degree; and
- ii. The appointment would be carried out in whole or in partial consideration for the other Director or Public Officer's hiring, selecting, appointing, confirming, or voting for an individual who is related to the first Director or Officer within a prohibited degree, *Local Gov't Code 573.044*.

**O. Nepotism Exceptions.** The nepotism exceptions described in 19 T.A.C. § 100.1115 also apply. Notwithstanding an exception, a Director or Public Officer related in a prohibited degree may not participate in any deliberation or voting on the appointment, reappointment, or confirmation of same, employment, reemployment, change in status, compensation, or dismissal of an individual, unless the action is taken regarding a bona fide class or category of employees.

**P. Enforcement of Nepotism Prohibitions.** In accordance with state law, a Director or Public Officer who violates the nepotism regulations shall be removed from office by the Board of Directors of the Organization. A failure to thus remove is a material charter violation.

- i. Removal must be in accordance with the Articles and Bylaws of the Organization and in accordance with the terms of the charter and other state and federal law.
- ii. A Director or Public Officer violating the nepotism laws may also be removed by the Attorney General and may be subject to criminal and other penalties.

#### **IV. Confidentiality**

**A. No Improper Disclosure.** A Director and Officer shall exercise care not to disclose Confidential Information. Confidential Information is information deemed confidential by law, and any information not generally known or publicly available or that the Organization maintains as confidential, proprietary, restricted, or otherwise as not to be disclosed generally and any information that the Board or the Organization otherwise determines or deems as Confidential Information.

**B. No Use of Information for Personal Benefit.** A Director shall not use the Organization property, Confidential Information or the status of his or her position to solicit business for others or in any other manner obtain a private financial, social or political benefit.

#### **V. Disclosure and Annual Statement of Compliance**



(Exhibit A-1). The Board shall treat completed Annual Statements of Disclosure and Compliance as Confidential Information to the extent permitted by law.

**B. Periodic Review.** To ensure that the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects: (a) whether compensation arrangements and benefits are reasonable based on competent survey information, and are the result of arm's length bargaining; (b) whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

*Source:*

*Nolo/ 10<sup>th</sup> edition*

*How to Form a Nonprofit Corporation By Anthony Mancuso*

*Copyright 1990-2011*

Name: Philip Muzzy

Position: President

Please describe below any relationships, positions, or circumstances in which you are involved that you believe could be considered an Interest or that might be perceived as an actual or possible Conflict of Interest as defined in Ethics, Conflict of Interest and Nepotism Policy. Please also describe any familial relationships that would qualify as relationships within the prohibited degree as defined in the Ethics, Conflict of Interest and Nepotism Policy.

None  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I am involved in no activity, relationship, position or circumstance that could be considered an Interest or might be perceived as an actual or possible Conflict of Interest as defined in the Organization's Ethics, Conflict of Interest and Nepotism Policy. I do not have any familial relationships that would qualify as relationships within the prohibited degree as defined in the Organization Ethics, Conflict of Interest, and Nepotism Policy.

I hereby certify that the information as set forth above is true and complete to the best of my knowledge. I have reviewed and agree to abide by the Ethics, Conflict of Interest and Nepotism Policy of the Organization that is currently in effect.

Signature: 

Date: Nov 27, 2013

The following pages contain forms that may be used for compliance with disclosure requirements discussed above.

Exhibit A-1: Affidavit Disclosing Substantial Interest in a Business Entity or Real Property, as defined in Local Government Code 171.002 and Affidavit of Abstention  
— 2 pages

Exhibit A-2: ADDITIONAL DISCLOSURE: The conflicts disclosure statement required of members of the Board and the Superintendent by Local Government Code 176.003-.004 is attached and available on the Texas Ethics Commission Web site at:  
[http://www.ethics.state.tx.us/whatsnew/conflict\\_forms.htm](http://www.ethics.state.tx.us/whatsnew/conflict_forms.htm)

AFFIDAVIT DISCLOSING SUBSTANTIAL INTEREST  
IN A BUSINESS ENTITY OR REAL PROPERTY  
& AFFIDAVIT OF ABSTENTION

STATE OF TEXAS  
COUNTY OF [ Hays ]

I, Philip Muzzy (name), as a local public official of [NAME OF CHARTER SCHOOL], make this affidavit and hereby on oath state the following: I, or a person(s) related to me in the first degree, have a substantial interest in:

- a business entity, as those terms are defined in Local Government Code Sections 171.001-171.002 that would experience a special economic effect distinguishable from its effect on the public by a vote or decision of the Board.

or

- real property for which it is reasonably foreseeable that the Board's action or my action will have a special economic effect on the value of the property distinguishable from its effect on the public.

The business entity or real property is (name/address of business or description of property):

\_\_\_\_\_ ("I" or name of relative and relationship)  
(have)(has) a substantial interest in this business entity or real property as follows:  
(check all that apply)

- Ownership of ten percent or more of the voting stock or shares of the business entity.
- Ownership of ten percent or more of the fair market value of the business entity.
- Ownership of \$15,000 or more of the fair market value of the business entity.
- Funds received from the business entity exceed ten percent of \_\_\_\_\_ (my, her, his) gross income for the previous year.
- Real property is involved and \_\_\_\_\_ (I, she, he) (have)(has) an equitable or legal ownership with a fair market value of at least \$2,500.

The statements contained herein are based on my personal knowledge and are true and correct.

**Abstention.** Upon the filing of this affidavit with the Board's Secretary, I affirm that I shall abstain from participation in any decision involving this business entity or real property, unless permitted according to Local Government Code 171.004(c).

Signed this \_\_\_\_\_ day of \_\_\_\_\_ (month), \_\_\_\_\_ (year).

Signature of official \_\_\_\_\_  
Title:

STATE OF TEXAS  
COUNTY OF [ \_\_\_\_\_ ]

Sworn to and subscribed before me on this \_\_\_\_\_ day of \_\_\_\_\_  
(*month*), \_\_\_\_\_ (*year*).

\_\_\_\_\_, Notary Public in and for the State of  
Texas

**LOCAL GOVERNMENT OFFICER  
CONFLICTS DISCLOSURE STATEMENT**

**FORM CIS**

(Instructions for completing and filing this form are provided on the next page.)

<p>This questionnaire reflects changes made to the law by H.B. 1491, 80th Leg., Regular Session.</p> <p>This is the notice to the appropriate local governmental entity that the following local government officer has become aware of facts that require the officer to file this statement in accordance with Chapter 176, Local Government Code.</p>	<b>OFFICE USE ONLY</b>
<p>1 Name of Local Government Officer</p>	Date Received
<p>2 Office Held</p>	
<p>3 Name of person described by Sections 176.002(a) and 176.003(a), Local Government Code</p>	
<p>4 Description of the nature and extent of employment or other business relationship with person named in item 3</p>	
<p>5 List gifts accepted by the local government officer and any family member, excluding gifts described by Section 176.003(a-1), if aggregate value of the gifts accepted from person named in item 3 exceed \$250 during the 12-month period described by Section 176.003(a)(2)(B)</p> <p>Date Gift Accepted _____ Description of Gift _____</p> <p>Date Gift Accepted _____ Description of Gift _____</p> <p>Date Gift Accepted _____ Description of Gift _____</p> <p style="text-align: center;">(attach additional forms as necessary)</p>	
<p>6 <b>AFFIDAVIT</b></p> <p style="text-align: center;">I swear under penalty of perjury that the above statement is true and correct. I acknowledge that the disclosure applies to a family member (as defined by Section 176.001(2), Local Government Code) of this local government officer. I also acknowledge that this statement covers the 12-month period described by Section 176.003(a), Local Government Code.</p> <p style="text-align: right;">_____ Signature of Local Government Officer</p> <p>Ⓜ AFFIX NOTARY STAMP / SEAL ABOVE</p> <p>Sworn to and subscribed before me, by the said _____, this the _____ day of _____, 20____, to certify which, witness my hand and seal of office.</p> <p>_____ Signature of officer administering oath      Printed name of officer administering oath      Title of officer administering oath</p>	

## LOCAL GOVERNMENT OFFICER CONFLICTS DISCLOSURE STATEMENT

Section 176.003 of the Local Government Code requires certain local government officers to file this form. A "local government officer" is defined as a member of the governing body of a local governmental entity; a director, superintendent, administrator, president, or other person designated as the executive officer of the local governmental entity; or an employee of a local governmental entity with respect to whom the local governmental entity has, in accordance with Section 176.005, extended the requirements of Sections 176.003 and 176.004. This form is required to be filed with the records administrator of the local governmental entity not later than 5 p.m. on the seventh business day after the date on which the officer becomes aware of the facts that require the filing of this statement.

A local government officer commits an offense if the officer knowingly violates Section 176.003, Local Government Code. An offense under this section is a Class C misdemeanor.

Please refer to chapter 176 of the Local Government Code for detailed information regarding the requirement to file this form.

### INSTRUCTIONS FOR COMPLETING THIS FORM

*The following numbers correspond to the numbered boxes on the other side.*

- 1. Name of Local Government Officer.** Enter the name of the local government officer filing this statement.
- 2. Office Held.** Enter the name of the office held by the local government officer filing this statement.
- 3. Name of person described by Sections 176.002(a) and 176.003(a), Local Government Code.** Enter the name of the person described by Section 176.002, Local Government Code with whom the officer has an employment or other business relationship as described by Section 176.003(a), Local Government Code.
- 4. Description of the nature and extent of employment or business relationship with person named in item 3.** Describe the nature and extent of the employment or other business relationship with the person in item 3 as described by Section 176.003(a), Local Government Code.
- 5. List gifts accepted, excluding gifts described by Section 176.003(a-1), if aggregate value of the gifts accepted from person named in item 3 exceed \$250.** List gifts accepted during the 12-month period (described by Section 176.003(a), Local Government Code) by the local government officer or family member of the officer, excluding gifts described by Section 176.003(a-1), from the person named in item 3 that in the aggregate exceed \$250 in value.
- 6. Affidavit.** Signature of local government officer.

Texas Education Agency  
Division of Charter School Administration  
Generation 19 Applicant Information Session  
Registration Form

This form must be completed using Adobe Acrobat. Preview, the default program for working with PDF files on a Mac, will not work correctly.

Applicants must attend one of the two sessions. Proof of attendance will be provided to attendees for inclusion in the submitted application in response to the Generation 19 Request for Application (RFA).

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

Paper copies of the RFA will NOT be made available.

Proposed Charter School Name: Ki Charter Academy

Sponsoring Entity Name: ki education foundation

Application Contact Name: Paul Camden

Title/Role: Steering Committee/Chairperson

Email: pcamden@gmail.com Phone: 5126180787

Board Member Attending: Dr. Trinidad San Miguel <sup>TSM</sup>

Board Member Attending: \_\_\_\_\_

Board Member Attending: \_\_\_\_\_

Board Member Attending: \_\_\_\_\_

Board Member Attending: \_\_\_\_\_

Date of Session:  Friday, February 7, 2014, 9:00 a.m. - 1:00 p.m.

Friday, March 7, 2014, 9:00 a.m. - 1:00 p.m.

Email the completed form by clicking on the "Submit by Email" at the bottom of the page,  
OR  
fax it to the attention of Rick Salvo at 512-463-9732

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

Submit by Email

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GAS HEATER - Will heat 1000sqft. \$50. Call 512-395-4352

Public Notices

Martindale Water Supply Corporation Effective Immediately Stage 1 (Voluntary) Drought Management Procedures The Board of Directors of the Corporation voted at its regularly scheduled meeting November 17, 2013 to reduce the level of drought management restrictions from stage 3 mandatory to stage 1 voluntary effective immediately. This reduction in drought management requirements was taken in response to high rainfall rates and improving hydrologic conditions increasing water in service area and within the Martindale watershed. Stage 1 voluntary requirements are as follows: 1. Customers within the City limits of Martindale may water outside on Tuesdays and Sundays. 2. Customers outside the City limits of Martindale may water outside on Tuesdays and Sundays. 3. No sprinklers to be used between 10:00 AM and 6:00 PM. Thank you for your cooperation in protecting our water resource. Other areas of Texas are still experiencing severe drought conditions. Your conservation of water makes a difference. Please contact our office should you have any questions concerning our drought management program. 512-557-0951

Public Notices

LEGAL NOTICE NOTICE IS HEREBY GIVEN IN ACCORDANCE WITH THE TEXAS ALCOHOLIC BEVERAGE CODE THAT NABI & RAAJA, LLC, D/B/A MI RANCHO MEAT MARKET IS MAKING APPLICATION WITH THE TEXAS ALCOHOLIC BEVERAGE COMMISSION FOR A WINE & BEER RETAILERS' OFF-PREMISE PERMIT TO BE LOCATED AT 2745 HUNTER RD., SAN MARCOS, HAYS COUNTY TEXAS, ASIFALA KAROWALIA - MBR MGR.

Public Notices

Notice of Public Hearing Proposed school Name: KI Charter Academy Sponsoring Entity: KI education foundation Meeting Date: December 19th Meeting Time: 5:00pm Meeting Location: San Marcos Activity Center, 501 East Hopkins Street. In education foundation Board of Directors: Dr. Trinidad San Miguel, Dr. Ruben Garcia, Ryan Thomason, MAJ Carlton Kincaid, JA SFC Christopher Allison, US Army (Ret), Paul Camden, Armbrius Staples, Charles James

James Stanley Garrett, M.D. will be leaving his Family Medicine practice here in San Marcos on December 31, 2013. David Schmieder, M.D., who is board certified by the American Board of Family Medicine and is affiliated with Resolute Health, will continue the Family Medicine practice effective January 1, 2014. Patients' medical records will be maintained with Dr. Schmieder at the office at 1801B Redwood Road, San Marcos. If one would like to transfer his/her records to another provider, please contact our office at 512 754 6622.

Drivers

HIGHEST PAY IN THE DEDICATED FLEET \$1000 SIGN-ON BONUS! • Starting pay is 40 cpm - PLUS occasional pay • Multiple Dedicated Accounts • CSA Friendly Equipment • BC35 Insurance & Much More! • Must have a CDL-A and 1 yr 177 exp & 1 mo. flatbed exp • Look online for job - San Antonio 888-WORK-4-US AVeritt Careers.com Equal Opportunity Employer

Drivers

Drivers: CDL-B: Great Pay, Home-are! No-Food Dispatch! New Singles from San Antonio to surrounding states. Apply: TruckMovers.com or: 1-888-224-8848

Drivers

CDL DRIVERS: Endlessly dump, pd, mty, Avg. 80 hrs/wk, local. Home every night. Must be 23 driving. Call Geoff @ 630-743-1345 930-743-0228 DRIVERS CDL-A: Lots of Miles, Great Pay/Benefits & Bonuses. Teams and Solos Home Weekly. No Slip Seat, No Touch, Newer Equipment. (855) 219-4839

Drivers

LOCAL COMPANY looking for End Dump & Belly Dump Drivers. Class A CDL required. Steady work, home every night. 512-376-4277

Drivers

Now Hiring! Experienced heavy equipment operators for who can operate a large front end loader; 12 hour rotating shifts. Overtime and benefits available. Please call our office for more information. 830-303-5980. COMMERCIAL PAINT & BODY shop seeking full time body repair technician. Benefits and paid vacation. 830-303-3755

General Help Wanted

IMMEDIATE ENTRY LEVEL POSITIONS On the Job Training Provided. Plasma Experience a Plus. HS Diploma, Late Evenings & Saturday Work. Fast Paced, Drug Free Plasma Donation Center. Please Apply in Person or Submit Resume to: DCI Biologicals San Marcos 1400 IH-35 South sanmarcos@dciplasma.com Previous applicants need not apply No phone calls!!!

General Help Wanted

Onin Staffing Job Fair Monday, December 9th from 2:00pm - 4:30pm Fairfield Inn & Suites 1465 N. Interstate Highway 35 New Braunfels, TX 78130 • Assembly/Production workers • 2nd & 3rd shift available • 7:25 - 6:50 hour • Incentive and benefit program available • Must submit to background and drug screen Call 210.888.9395 for more information

General Help Wanted

EMT - Basic, Intermediate, Paramedic (Must have current license) DCI Biologicals The Plasma Center Immediate Openings Closed Sundays. Excellent Starting Salary, Busy Fast Paced & Drug Free Plasma Donation Center. Please Apply in Person or Submit Resume sanmarcos@dciplasma.com 1400 IH-35 South NO PHONE CALLS!

General Help Wanted

Now Hiring! Mechanical Design Engineer Shipping/Receiving - Buyer Crate Warehouse Worker CNC Machinist - Welders - Machinist Night Shift Machine Operators Sales Assistant - Sales Coordinator Powder Coat Painters

General Help Wanted

EXP MAINTENANCE Person needed for apt. community. Must have own tools & reliable vehicle. HVAC certified. Call 512-368-1983 Classifieds

General Help Wanted

Labor MAX Staffing ACCOUNT REP wanted for new, expanding Construction Staffing Company in the downtown area. Customer service skills, sales ability, working office knowledge a must. Send cover letter and resume to neil.copper@labormaxstaffing.com www.labormaxstaffing.com

General Help Wanted

Now Hiring! Experienced heavy equipment operators for who can operate a large front end loader; 12 hour rotating shifts. Overtime and benefits available. Please call our office for more information. 830-303-5980. COMMERCIAL PAINT & BODY shop seeking full time body repair technician. Benefits and paid vacation. 830-303-3755

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Priority personnel, inc 226 Wonder World Drive 512-392-2323 Award Winning Staffing Firm! Staffing since 1993 Equal Opportunity Employer

Now Hiring! Mechanical Design Engineer Shipping/Receiving - Buyer Crate Warehouse Worker CNC Machinist - Welders - Machinist Night Shift Machine Operators Sales Assistant - Sales Coordinator Powder Coat Painters

Better People. Better Jobs. Better Period.

New Job Openings and Announcements! Text "SMjobs" to 31996 \*Normal text messaging rates apply



**FREE CLASSIFIED**

Your 5 line ad runs 5 days for FREE in the San Marcos Record. Call for details!

**Place a classified**  
Call 512-392-2458, fax 512-392-1514 or email to: ryoung@sanmarcosrecord.com or pgravis@sanmarcosrecord.com  
Hours are 8:00 am - 5:00 pm Monday - Friday



View the Classifieds Online at: [www.sanmarcosrecord.com](http://www.sanmarcosrecord.com)

WE ACCEPT



**2004 FORD F-250 Supercab**  
Super Duty 4X4, lots of extras, 195,162 miles.  
\$11999. Call 512-657-0719



**NOW AVAILABLE**  
3/2 remodeled, 1 acre. You're Approved! Invest in your own home!  
754-3344 agt



**COMMERCIAL PAINT & BODY** shop seeking fulltime body repair technician. Benefits and paid vacation. 830-303-3755



**FIREWOOD FOR sale.** Also 55 gal metal drums. 512-392-5668 or 512-557-9422

**Public Notices**

**PUBLIC NOTICE:**  
Cristina Parroty and her controlled affiliate doing business as Verizon Wireless (Verizon Wireless) propose to build a 50-foot monopole tower. Antennae height is medium (average dual) red/white color. The site location is at Ramsey Street, San Marcos, Hays County, Texas 78668 29° 23' 34.04" N, 97° 56' 29.42" W. The Federal Communications Commission (FCC) Antenna Structure Registration (ASR) Form #541 filing number is A0663021.

**ENVIRONMENTAL EFFECTS** - interested persons may review the application [www.deq.state.tx.gov](http://www.deq.state.tx.gov) by entering the filing number. Environmental concerns may be raised by filing a Request for Environmental Review ([www.deq.state.tx.gov/EnvironmentalReview](http://www.deq.state.tx.gov/EnvironmentalReview)) and outline findings are strongly encouraged. The mailing address to file a paper copy is: TCEQ Request for Environmental Review, Arco, Ramon Williams 442 126 Street SW, Washington, DC 20554. **HISTORIC PROPERTIES EFFECTS** - Public comments regarding potential effects on historic properties may be submitted within 10 days from the date of this publication to: Tennessee Consultants, Inc., 11555 Clay Creek, Austin, TX 78743. 713-329-2564. [info@tncan.com](mailto:info@tncan.com)

**Public Notices**

**PUBLIC NOTICE**  
The City of San Marcos is soliciting sealed proposals to be received in the Office of the City Purchasing Manager, Municipal Building - 1st Floor, 630 E. Hopkins, San Marcos, Texas 78668 as outlined below:  
Number: RFP 214-241 On-Call Wholesale Electric Power Supply

Specifications may be examined at [www.sanmarcoscity.gov/EProcurement](http://www.sanmarcoscity.gov/EProcurement). Proposals must be registered to download information. Addendums can only be picked up at the above site. It is the Proposer's responsibility to check the site for the issuance of any addendums.

Proposals must be received by the Office of the City Purchasing Manager, City of San Marcos, Municipal Building - 1st Floor, 630 E. Hopkins, San Marcos, Texas 78668 no later than December 19, 2012, at 2:00 p.m. Central Standard Time, Central Standard Time (C.S.T.). Proposals will be publicly acknowledged on December 19, 2012, at 2:00 p.m. C.S.T. in the Human Resources Training Room, Municipal Building - 1st Floor, 630 E. Hopkins, San Marcos, Texas 78668.

IT IS UNDERSTOOD that the City of San Marcos reserves the right to reject any and/or all proposals as it shall deem to be in the best interest of the City.

For any questions contact Cheryl Pantemuhl, CPOD, CFPB, Purchasing Manager at 512-392-5175 or at [cmzpurchasing@sanmarcoscity.gov](mailto:cmzpurchasing@sanmarcoscity.gov)



**Public Notices**

**LEGAL NOTICE**  
**NOTICE IS HEREBY GIVEN IN ACCORDANCE WITH THE TEXAS ALCOHOLIC BEVERAGE CODE THAT NABI & RAAIA, LLC. D/B/A MI RANCHO MEAT MARKET IS MAKING APPLICATION WITH THE TEXAS ALCOHOLIC BEVERAGE COMMISSION FOR A WINE & BEER RETAILER'S OFF-PREMISE PERMIT TO BE LOCATED AT 2745 HUNTER RD., SAN MARCOS, HAYS COUNTY TEXAS. ASIFALI KAROWALIA - MBR MGR.**

**Public Notices**

**Notice of Public Hearing**  
Proposed school Name: Ki Charter Academy  
Sponsoring Entity: Ki education foundation  
Meeting Date: December 16th  
Meeting Time: 6:30pm  
Meeting Location: San Marcos Activity Center, 501 East Hopkins Street

Ki education foundation Board of Directors:

- Dr. Trinidad San Miguel
- Dr. Ruben Garcia
- Ryan Truesdell
- MAJ Carlton Kincaid, JA
- SFC Christopher Allison, US Army (Ret).
- Paul Gerden
- Alexis Staples
- Charles James

**General Help Wanted**

**EMT - Basic, Intermediate, Paramedic**  
(Must have current license)  
**DCI Biologicals**  
The Plasma Center  
Immediate Openings  
Closed Sundays.  
Excellent Starting Salary,  
Busy Fast Paced & Drug Free Plasma Donation Center.  
Please Apply in Person or Submit Resume  
[sanmarcos@dciplasma.com](mailto:sanmarcos@dciplasma.com)  
1400 IH-35 South  
**NO PHONE CALLS!**

**General Help Wanted**

**IMMEDIATE ENTRY LEVEL POSITIONS**  
On the Job Training Provided. Plasma Experience a Plus. HS Diploma, Late Evenings & Saturday Work. Fast Paced, Drug Free Plasma Donation Center.  
Please Apply In Person or Submit Resume to:  
**DCI Biologicals**  
San Marcos  
1400 IH-35 South  
[sanmarcos@dciplasma.com](mailto:sanmarcos@dciplasma.com)  
Previous applicants need not apply. No phone calls!!!

**General Help Wanted**

**Business Manager / Bookkeeper**  
The San Marcos Daily Record is searching for a Business Manager/Bookkeeper. The successful candidate must possess a thorough knowledge of General Accounting Practices & be proficient with Microsoft Word & Excel.  
Responsibilities include: AR & AP management, budget, HR management & other general day-to-day activities. This position also has the responsibility of inventory management, monitoring bank transactions & cash/credit control. Strong organizational skills, attention to detail & strong customer service skills a must.  
The ideal candidate will have three to five years experience. This position reports directly to the publisher.  
Compensation package includes: Competitive salary & full benefits package.  
Please send resume to:  
Publisher, San Marcos Daily Record, PO Box 1109  
San Marcos, TX 78667 or send to [dmore@sanmarcosrecord.com](mailto:dmore@sanmarcosrecord.com)

**Drivers**

**LOCAL COMPANY** looking for End Dump & Belly Dump Drivers. Class A CDL required. Steady work, home every night. 512-378-4875.

**Drivers**

**CDL DRIVERS.** Empty dump, pull, 7ft. Avg. 80 hrs/wk. Local, home every night. Must be 23 w/dwiv-ing exp. Call Geoff @ 930-743-1345 830-743-0228

**General Help Wanted**

**EXP. MAINTENANCE** Person needed for apt. community. Must have own tools & reliable vehicle. NVAJ certified. Call 512-398-1983

**General Help Wanted**

**COMMERCIAL PAINT & BODY** shop seeking full time body repair technician. Benefits and paid vacation. 830-303-3755

**Medical**

**BLUEBONNET TRAILS COMMUNITY SERVICES**  
890 N. State Hwy, 123 Bypass, Seguin, TX 78155  
GN/Therapist Service Coordinator - Position #1080  
IDD (HCS) Service Coordinator - Position #1097  
For more information and to apply please go to [www.tbarells.org](http://www.tbarells.org)

**Medical**

**Now Hiring Licensed Social Worker**  
Minimum two years experience. Long Term Care experience required. Competitive compensation & full benefits. Apply at **Hacienda Oaks Nursing Rehab**  
1637 N. King St. Seguin, TX 830-379-3784  
The employment does not cover EOE

**Sales**

**Texas State Low Cost Insurance**  
is looking for a highly motivated **SALES AGENT** for our San Marcos Office. In addition to outstanding customer service, the sales agent will follow up on new leads, market, and expand the company's presence in the local community.  
**APPLY TODAY!** Fax 512-458-2690 - [sanmarcos@lowcostins.com](mailto:sanmarcos@lowcostins.com) or online at [lowcost.com](http://lowcost.com)

**Garage Sales**

**HAVE A HEART** Thrift Store Now Open! 1215 IH35 N. (Next to Mobil 6) 512-392-8778 Open M-F 9 am - 6 pm Proceeds benefit CTMC Family Crisis Center.

**Misc Merchandise**

**POKER TABLE** Withers \$50. 1 Record player \$30. another older record player that has cassette player & radio, \$80. 512-367-0191

**Priority personnel, inc**  
226 Wonder World Drive  
512-392-2323  
Award Winning Staffing Firm!  
Staffing since 1993  
*Equal Opportunity Employer*

**NOW HIRING!**  
Mechanical Design Engineer  
Shipping/Receiving - Buyer  
Crate Warehouse Worker  
CNC Machinist - Welders - Machinist  
Night Shift Machine Operators  
Sales Assistant - Sales Coordinator  
Powder Coat Painters

**Better People. Better Jobs. Better Period.**

New Job Openings and Announcements! Text "SMjobs" to 31996 \*Normal text messaging rates apply

THE STATE OF TEXAS }  
County of Hays: }

Before me, the undersigned, holding the office of Notary Public in and

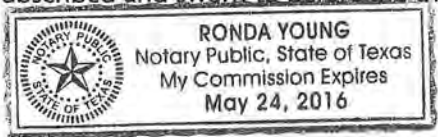
for Hays County, Texas, personally appeared Don Moore,  
who states under oath that he is the publisher of the San Marcos Daily Record, a newspaper which has been  
regularly and continuously published in San Marcos, Hays County, Texas, for a period of more than one  
year immediately preceding the date of publication of this notice and that the Notice by Publication hereto  
attached was published in the regular edition of said newspaper for a period of 2 days

on the following dates  
December 8, 2013, December 10, 2013  
\_\_\_\_\_, 20\_\_\_\_, \_\_\_\_\_, 20\_\_\_\_  
\_\_\_\_\_, 20\_\_\_\_, \_\_\_\_\_, 20\_\_\_\_  
\_\_\_\_\_, 20\_\_\_\_, \_\_\_\_\_, 20\_\_\_\_, a printed clipping of said notice being hereto attached.

The said publisher further states that the rate charged for this publication is the lowest rate charged  
commercial advertisers for the same class of advertising for a like amount of space.

(Signed) [Signature]  
Publisher

Subscribed and sworn to before me this 16 day of December 2013



Ronda Young  
[Signature]

Ki Charter Academy

Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment E.1. Scope and Sequence

**E.1****Ki Charter Academy Curriculum Development Plan**

The curriculum committee will consist of teachers, instructional assistants, administrators and a member of the Board. Curriculum designed will be aligned with the Texas Essential Knowledge Skills (TEKS).

<b>Date</b>	<b>Item/Event - Description</b>
Aug 2, 2014	<i>Curriculum Development Plan Due</i> – Board of Directors provides a narrative to the superintendent/principal, or assistant principal if he/she has not been identified, that describes monthly tasks for developing the comprehensive curricula, who will be involved, what the outcome(s) will be, and the resources that will be needed to accomplish the tasks. It describes the work to be completed in order to meet the relevant timelines. A Planning Form template is will be created and provided.
Oct 15, 2014	<i>Interim Report Due</i> – A report of the progress made based on the timelines submitted in the Development Plan. An Interim Report Form template will be created and provided.
Jan 14, 2015	<i>Curricula Due for English language arts, mathematics, science, and social studies</i> – curriculum committee will submit their comprehensive curricula to the Board of Directors for review. Board of Directors will ensure the comprehensive curricula are aligned with TEKS and enriched with SEL competencies.
Feb 18, 2015	<i>Management Plan Due</i> – <i>Ki Charter Academy will submit a management plan to the Board of Directors, which will include the following four components:</i> <ol style="list-style-type: none"> <li>1. <u>Implementation Plan</u>: A description of the steps the district will take to ensure the implementation of the new curricula in the classroom, completion dates, who is responsible, what the outcomes will be, and what resources will be needed.</li> <li>2. <u>Monitoring Plan</u>: A description of the strategies to be used to monitor the implementation of the curriculum, who will be responsible, the outcomes (products) of monitoring activities, and the resources needed.</li> <li>3. <u>Improvement Plan</u>: A description of the ways in which the curricula will be improved. Improve the alignment to State standards.</li> <li>4. <u>Professional Development Plan</u>: A description of the process the district will use to determine the SEL needed by classroom teachers, how the district plans to address those needs, and when the teachers and others will be trained to successfully implement the TEKS-based curricula.</li> </ol>
Apr 1, 2015	<i>Comprehensive Curriculum</i> – To be given to the curriculum committee
July 13, 2015	<i>Evaluation Reports</i> – Superintendent/Principal distributes evaluation reports to the curriculum committee
Aug 2015 and on going	<i>District Professional Development for staff</i>
August 2015	<i>Implementation of curricula</i>

Source: Louisiana Department of Education  
[www.doe.state.la.us](http://www.doe.state.la.us)

Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment E.2. Exit Requirements

- Promotion and Graduation Requirements

**Elementary School****Promotion requirements to the next grade level grades 1-5.**

Ki Charter Academy students in grades 1 through 5 must be able to show proficiency with a 70% average in math, English Language Arts (ELA), and reading. Students must also have an overall average of 70% in the combined courses of ELA, science, math, and social studies. Students must show proficiency on specified standards in the courses of math and writing. Students in grade 5 must pass the STAAR testing assessments in ELA and math to be promoted to the 6<sup>th</sup> grade.

**Students not meeting standards**

Students failing to meet promotion requirements may not be promoted to the next grade level. Parents may request a conference to discuss an action plan to bring the student up to grade level. Once those criteria are met the student will be promoted. Students in grade 5 must pass the STAAR testing assessments in ELA and math. Students failing to pass the assessments follow an intensive acceleration program as defined by the student success initiative.

**Students with disabilities**

Each student receiving special education services has an individualized education program (IEP) that is developed by a local admission, review, and dismissal (ARD) committee. The IEP specifies goals and objectives for the year. The student will progress to the next grade level when the goals and objectives are met.

**Middle School****Promotion requirements for promotion to the next grade level grades 6-8.**

Students in grades 6-8 must attain an overall average of 70% or above in courses taken throughout the school year. In addition, students must attain an average of 70% or above in ELA, math, social studies and science. Students in grade 8 must pass the STAAR testing assessments in math and English Language Arts to be promoted to grade 9.

**Students not meeting standards**

If a student fails to meet the required criteria for promotion, he or she will be retained at that grade level. Parents may request a conference to discuss a well-defined plan to bring the student up to grade level. Once those criteria are met, the student will be promoted to the next grade level. Students in grade 8 must pass the math and English Language Arts assessments. Students failing to pass the assessments will follow an intensive acceleration program as defined by the student success initiative.

**Students with disabilities**

Each student receiving special education services will have an individualized education program (IEP) to be developed by a local admission, review, and dismissal (ARD) committee. The IEP will specify goals and objectives for the year. The student will then progress to the next grade level whenever the goals and objectives are met.

## High school grade level promotions and graduation requirements

### Promotion requirements for promotion to the next grade level grades 9-12.

Grade level promotions will be credit based. Upon completion of the appropriate credits earned i.e. 6.5 credits needed to become a sophomore, 13 to move to a junior, and 19 to become a senior. Grade level promotions may happen mid-year. For a student to earn a credit their attendance must be at or above 90%.

Graduation from High School is dependent upon three elements-

1. Student has earned the appropriate type and number of credits as determined by their freshman cohort year e.g. one of the foundation plans, distinguished, recommended or minimum.
2. Student has passed all end-of-course exams.
3. Attendance exceeds 90%.

### Students with disabilities

Each student receiving special education services has an IEP that is developed by a local admission, review, and dismissal (ARD) committee. This IEP will specify goals and objectives for the year. The student will then progress to the next grade level whenever the goals and objectives are met.

Grade Level	Promotion Standards
1-5	<ul style="list-style-type: none"><li>• Students in grades 1-5 must show proficiency in math, language arts and reading.</li><li>• Students must achieve a 70% average in reading, language arts &amp; math.</li><li>• Students must also have an overall average of 70% in the combined courses of reading, language arts, science, math, &amp; social studies.</li><li>• Students must show proficiency on specified standards in the courses of math &amp; writing.</li><li>• Students in grade 5 must pass the STAAR testing assessments in reading and math to be promoted to 6<sup>th</sup> grade</li><li>• Students must have 90% attendance</li></ul>
6, 7 and 8	<ul style="list-style-type: none"><li>• Students in grades 6-8 must attain an overall average of 70 or above in our courses taken for the school year.</li><li>• Students must attain an average of 70 or above in Language Arts, math, Social Studies and Science.</li><li>• Students in grade 8 must pass the STAAR testing assessments in math and reading to be promoted to the 9<sup>th</sup> grade.</li><li>• Students must have 90% attendance</li></ul>
9 – 12	<ul style="list-style-type: none"><li>• Students are promoted based on their total accumulated course credits.</li><li>• Individual course credit is earned through a passing grade of 70% or above and 90% attendance</li></ul>



Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment E.3. Principal Documents

- Campus leader job description

Ki Charter Academy's principal candidate will also be responsible for the duties of superintendent. The candidate will execute the duties and responsibilities of the principal 80% salary and superintendent 20% salary. Accordingly, the candidate will be paid 80% principal and 20% superintendent. Future expansion may warrant two distinct positions.

At this time, no principal/superintendent candidate has been identified for the Ki Charter Academy. The board of directors is seeking a highly-motivated, innovative, dedicated, instructionally focused individual who is committed to serving this unique group of students with special needs.

**Qualifications:**

Master's degree

Principal certification

Three years of special education experience

Three years successful administrative experience

Certified Professional Development and Appraisal (PDAS) appraiser

**Job Description:**

This individual will serve as the instructional leader of the charter school. He/she will be responsible for hiring, supervising and evaluating all school personnel, working collaboratively with staff to offer an educational program that meets state requirements and facilitates student performance and implements and follows Board policies.

**Timeline:**

August 2014 through September 2014-Board agrees on qualifications, job description and responsibilities for the principal/superintendent

September 2014 through July 2015-advertise the position, screen applicants and select 3-5 candidates who will be interviewed

September 2014 through July 2015-select principal/superintendent

Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment E.4. Leadership Team Documents

- Campus leadership Team beyond the Principal Resume/Vitae:

Mr. Philip Muzzy

Mr. Paul Camden

SFC Christopher Allison, US Army (Ret).

Mrs. Armetrius Staples-Walker

Mr. James Hope

Responsibilities and qualifications of the school's leadership team/management team beyond the principal include:

**Assistant Principal**

Mr. Philip Muzzy

Mr. Muzzy brings a diverse skill set to the educational community. He served eight years as a military police officer, has four years corporate training experience, twelve years experience as a small business owner and has four years experience as an educator. Two years of educational experience has been specific to the RF environment. He has completed 21 hours in the Educational Leadership Program at Texas State University and is expected to graduate with a Principal Certification in 2015. Mr. Muzzy is currently a special education teacher and head wrestling coach at the San Marcos High School, where he teaches the READ180 program.

**Assistant Principal**

Mr. Paul Camden

Mr. Camden served four years in the military as an engineer and has twelve years experience as an educator. Five of these years have been dedicated to students that reside in the RF setting. He has a Bachelor of Arts in English and Master of Arts in English Literature from Texas State University. Mr. Camden is expected to enroll in the Educational Leadership Program at Texas State University during the summer of 2014. Currently, he teaches English at Ray D. Corbett Junior High School in Schertz, TX.

**Operations/Compliance Manager**

SFC. Christopher Allison, US Army (Ret).

Mr. Allison has over 20 years of decorated military service as a Military Police Officer. During his years of service as an Operations Manager he received, coordinated and assigned tasking to five middle managers; responsible for advising superiors in preparation of operational requirements, operational execution, procedures and ensuring lawful compliance of regulations. He has been an operations manager for 175 man organizations on humanitarian missions, peacekeeping missions, as well as wartime operations. Mr. Allison was distinguished as the top Army recruiter in Central Texas for 2001. He was identified as the best trainer in several organizations and routinely trained soldiers on new equipment, processes, technics and procedures. Under his leadership over 40 first line subordinates earned awards and recommendations in competitions and performance of duties. He developed, and executed qualification standards for all United States Army 18th Military Police Brigade Physical Security Teams deploying to both Operation Iraqi Freedom and Operation Enduring Freedom. He has a Master's Degree in business Management with a Human resources concentration from

Wayland Baptist University. He earned a B.A.S degree at Wayland Baptist University graduating Magna Cum Laude. Mr. Allison is currently a nighttime administrator for Southwest Preparatory Academy and has experience in truancy, dropout prevention, counseling and career path management.

### **Special Education Director**

Armetrius Staples-Walker

Mrs. Staples-Walker has 16 years special education experience as a self-contained teacher, resource-reading teacher, inclusion teacher, and currently serves as an Annual Review and Dismissal (ARD) Facilitator for the Bastrop Special Education Cooperative. She has a Bachelor of Arts in Mass communication and Masters of Science in Special Education from Henderson State University, AR. She obtained her Educational Diagnostician Certification through Texas State University and is currently enrolled in the Educational Leadership Program. Mrs. Staples-Walker is expected to graduate with a Principals Certification in the spring of 2015.

### **STEM/CTE (Part-time)**

James Hope

Mr. Hope has seven years teaching experience, ten years administrative experience and currently serves as the Career and Technology Director for Southwest Preparatory School District in San Antonio. Mr. Hope has a Bachelor's of Science in Biology from Texas Lutheran University, TX

### **Financial Manager**

At this time, no financial manager candidate has been identified for the Ki Charter Academy. The Board of directors is seeking a highly-motivated, trustworthy, dedicated and fiscally responsible individual who is committed to serving this unique group of students with special needs.

#### **Qualifications:**

Bachelor in Accounting or Finance

4 years' work experience in accounting

#### **Job Description:**

The Financial Manger is entrusted with the financial portion of the charter school and will work directly with administration, Board of directors and the Texas Education Agency. This includes:

- Preparing monthly cash flow, balance sheet, and other reports to the superintendent and Board.
- Coordinate annual audits

- Provide financial and operations advice to the superintendent and Board when appropriate
- Input payroll into 3<sup>rd</sup> party payroll service
- Establish, maintain, and renew school-wide insurance
- Manage recruitment and advertising

**Time Line:**

Aug – Sep 2014

Board agrees on qualifications, job description and responsibilities for the financial manager

Sep 2014 – July 2015

Advertise the position, screen applicants and select 3-5 candidates who will be interviewed

Select the financial manager



# Philip Muzzy

## EXPERIENCE

Special Education Teacher/Head Wrestling Coach  
Head Wrestling Coach  
*San Marcos High School*  
Founder and Head Coach for both Men and Women's UIL Wrestling  
READ 180 Teacher  
San Marcos, Texas  
Spring 2013- Present

Inclusion Supports Paraprofessional  
*San Marcos High School*  
Co-taught two World History classes  
Provide positive behavior supports for the campus FOCUS program  
Provide inclusion supports for the Special Education Department  
San Marcos, Texas  
Fall 2013

5-12 Social Studies Teacher/Special Education Teacher  
*John H. Wood Jr. Charter School*  
Special Education Teacher of Record  
Multi-grade level Social Studies Teacher of Record  
Social Studies Professional Leadership Committee (PLC) campus Chair  
Campus Professional Behavioral Interventions and Supports (PBIS) team member  
Assisted in the development of the District's blended social studies curriculum  
Worked with special education students with broad ability ranges  
Integrated SMART Board technology into the social studies curriculum  
Participated in after school tutoring  
San Marcos, Texas  
2011- 2013

9-10 Social Studies Teacher  
*Southwest Preparatory School*  
World History / World Geography Teacher of Record  
Co-chair District PLC Committee  
Campus PBIS team member  
San Antonio, Texas  
2010 - 2011

Substitute Teacher  
*Hays ISD*  
Substituted all levels K-12  
Developed teaching strategies and classroom management skills  
Kyle, Texas  
2010

## CERTIFICATIONS

*The State of Texas Department of Education*  
4-12 Social Studies  
EC-12 Special Education  
4-8 Generalist

## EDUCATION

### *Texas State University*

Bachelor of Science: Applied Sociology  
Minor in Criminal Justice

### *Texas State University*

21 hours completed towards Master of Education in Educational Leadership      2013-Present  
4.0 GPA

## WORK HISTORY

Director of training and field operations  
*Muzzy's Franchising, Inc.*

San Marcos, Texas  
1996-2002

Provided Corporate level training for the Branding Iron BBQ Franchise  
Owned and operated two food court restaurants and three outside concessions  
Authored the corporate training manual  
Authored the corporate operations manual  
Coordinated Franchise store openings  
Supervised 5 store locations in New Jersey, Colorado, Texas, Illinois and Pennsylvania

## MILITARY SERVICE

U.S. Army Military Police Officer (Active Duty)  
*Camp Casey, Korea*  
*Fort Bragg, NC*

1991-1993  
1993-1996

Army National Guard; San Antonio, TX

1996-1999

Provided extensive training to the Haitian Police force and prison guards in Port-Au-Prince Haiti during Operation Uphold Democracy(1994)  
Provided close protective services to the United Nations Supreme Allied Commander during UNMIH (1995)  
Fort Bragg Special Response Team (SRT) member

## ORGANIZATIONS

### *Sigma Nu Fraternity*

Housing Corporation Board member  
Alumni Advisor Board President

San Marcos, Texas  
1998-Present

# Paul W. Camden

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## Experience

2012—Present *Ray D. Corbett Junior High School* Schertz, TX

### **English Language Arts and Reading Teacher**

- Developed and implemented TEKS-based curriculum and instruction.
- Designed instruction appropriate to students' learning abilities and that met students' needs and reflected their interests.
- Implemented engaging lesson strategies and instruction to accomplish individual student educational goals, as well as IEP goals where applicable.

2007—2012 *John H. Wood Charter School* San Marcos, TX

### **English Language Arts and Reading, and Special Education Teacher**

- Designed and implemented TEKS-based curriculum and instruction.
- Wrote Individual Education Plans (IEPs).
- Participated in annual Admission Review and Dismissal (ARD) meetings to meet students' educational goals.
- Developed and implemented appropriate lesson strategies, guiding instruction to accomplish long-range IEP goals.

2006—2007 *Texas State University* San Marcos, TX

### **Teaching Assistant**

- Teacher of record for first-year English Composition.
- Prepared lessons and presented lectures.
- Counseled students on writing process.
- Managed all aspects of course preparation and assessment.

2005—2006 *Texas State University* San Marcos, TX

### **Instructional Assistant**

- Assisted the English Professor with peripheral class preparation.
- Conducted exam reviews and prepared exams.
- Prepared and presented lectures as needed.

2003-2004 *Texas State University* San Marcos, TX

### **English Tutor**

- Counseled students on writing style, grammar, context and content of essays and scholarly papers.
- Edited papers for clarity, cohesion, grammar, punctuation, and spelling.

2002—2003 *La Grange ISD* La Grange, TX

### **Substitute Teacher**

- Provided instruction on the absence of regular classroom teacher.
- Provided substitution for Middle School and High School.

**Education**

*2011 Texas State University*

*San Marcos, TX*

- **Master of Arts in English Literature**

*2005 Texas State University*

*San Marcos, TX*

- **Bachelor of Arts in English**
- **Minor in Psychology**

**Awards**

*Writing Center Essay Contest Winner*

- 2004, Texas State University

*University Representative*

- 2004, Texas State University
- Presented at Texas Medieval Association Conference at University of Dallas

**Computer Skills**

*Proficient in Microsoft Word, PowerPoint, Excel and strong Internet skills.  
Familiar with programs such as Skyward, CSCOPE, and ESPED*

**References**

*Available upon request*

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### SUMMARY OF QUALIFICATIONS

- Decorated U.S. Army Sergeant First Class with 20 years of leadership and trainer experience
- Master's Degree in Management with a Human Resources Specialization
- 25 years of extensive experience in working with Federal, State and Local laws and regulations
- Strong interpersonal communication and management skills in a Multi-Cultural work environment

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### SKILLS AND EXPERIENCE EVALUATION COMMENTS

#### ***Management and Operations***

- Selected ahead of superiors to serve as an Operations Manager for a 175 personnel organization
- Coordinated and supervised the logistical requirements and execution to move 175 personnel, 79 vehicles, and over 60 million dollars worth of equipment from the U.S. to Europe and return with no incidents
- Assisted CEO in analyzing and implementing new critical knowledge, skills and abilities needed for the organization to meet mission success

#### ***Training and Development***

- Responsible for professional development of 30 subordinates. Ranging from evaluation, promotions, career school recommendations, termination proceedings and discipline
- Identified as best trainer in numerous organizations, possesses an unusually high degree of competence for team building
- Continually selected to train and certify organizations on new tactics, techniques, processes and procedures
- Developed and executed an intense live fire qualification range for his platoon, implemented by the Brigade for all personnel deploying in support of Operations Iraqi Freedom and Enduring Freedom

#### ***Leadership***

- Selected over peers and superiors as the Task Force security manager. Planned, trained and executed over 20 combined drills with the Israeli Defense Force during Operation Iraqi Freedom
- Leadership recognized by external evaluators as a superior leader, head and shoulders above peers
- Led America's soldiers on 10 deployments on wartime, humanitarian, peacekeeping and stabilization operations for 2 decades

#### ***Professional Development***

- Honor Graduate of a 2 month, in resident, leadership and management course
- Won leader of the quarter competition for an organization with over 25,000 employees
- Instills this drive into his employees, achieving the highest degree of success, resulting in 27 employees winning the Employee and Supervisor of the Month awards over a 27 month period

#### ***Recruitment and Sales***

- Top producing recruiter in organization for FY 2001. Organized and executed numerous job fairs
- Managed over 500 UPS accounts with annual revenue of over \$6,000,000.00. Recommended strategies to improve customers shipping processes to enhance their processes and bottom line

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### PERFORMANCE EVALUATIONS

#### ***Performance***

- Outstanding performance by the best supervisor and trainer in the company
- Performance exceeds that of peers, assign only the toughest jobs and watch him excel
- Performed superbly, his platoon excelled at all missions in support of Operation Iraqi Freedom

#### ***Character, Values and Attributes***

- Unsurpassed devotion to duty, places organization needs and goals first
- Extremely competent and professional whose loyalty and integrity are beyond reproach

## STRENGTHS AND EXPERTISE

- |                            |                          |                            |
|----------------------------|--------------------------|----------------------------|
| • Leadership               | • Operations             | • Core Values and Morals   |
| • Training and Development | • Planning and Execution | • Team Building            |
| • Analyzing                | • Organizing             | • Counseling               |
| • Communication Skills     | • Problem Solving        | • Understands Human Nature |
- 

## EDUCATION AND TRAINING

Masters of Arts in Management, Human Resources, Wayland Baptist University	GPA 3.83
Bachelor of Applied Science, Management, Wayland Baptist University	Magna Cum Laude
Advanced Noncommissioned Officer Course, United States Army	
Basic Noncommissioned Officers Course, United States Army	Honor Graduate
Primary Leadership Development Course, United States Army	Commandants List
Equal Opportunity Course, United States Army	
Military Police                      Airborne                      Air Assault                      Recruiter                      CLS                      SWAT	

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## EMPLOYMENT HISTORY

Southwest Preparatory School	Truancy Officer / Success Coach	2007 - Present
UPS	Account Manager	2005 - 2007
United States Army	Operations Sergeant / Platoon Sergeant Military Policeman / U.S. Army Recruiter	1985 - 2005

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## AWARDS AND DECORATIONS

2 Army Meritorious Service Medals for Total Quality Management  
6 Army Commendation Medals for Superior Performance of Duties  
9 Army Achievement Medals for Professional Achievement and Leadership  
Awarded Order of the Marechausee – for significant contributions to the Military Police Corp  
Received Top Honors for numerous leadership schools and degrees

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## ADDITIONAL DUTIES

Equal Opportunity Coordinator	Safety Officer	Primary Trainer
Training Coordinator	Air Movement Officer	EEOC Rep
Patrol Supervisor	Alcohol and Drug Abuse Prevention Coordinator	

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## REFERENCES

Dr. Gary Short	Superintendent Southwest Preparatory School Gary.Short@swprep.org	210-410-4131
Cyndy Spivey	Associate Superintendent Southwest Preparatory Cyndy.Spivey@swprep.org	210-389-4072
CSM Thomas Sivak	CSM 16 <sup>th</sup> MP BDE Airborne FBNC thomas.sivak@us.army.mil	910-643-7177
Dr. Barry Evans	Instructor Wayland Baptist University evansb@wbu.edu	806-291-1028

# Armetrius LaNelle Staples

101 Thompson Trail • Bastrop, TX 78602 • (512) 303-7036 • [REDACTED]

## SPECIAL EDUCATION PROFESSIONAL

**More than 10 years of classroom experience with  
the PK-6 special-needs student population**

- Educational knowledge and teaching skills include student-centered instruction, educational technology, parental involvement, individual learning plans, student motivation strategies, and active and meaningful learning activities.
- Highly motivated and dedicated with a commitment to quality education; enforce rules for behavior to maintain order among students
- Strong communicator with effective presentation skills
- TAKS Co-Coordinator-assists the Campus Coordinator by gathering data, organizing testing materials and training/monitoring test administrators

### HIGHLIGHTS OF QUALIFICATIONS

- Case Management
- Training and Supervision
- Organizational Development
- Individualized Education Plans (IEP)
- Knowledge of Special Education Manager (SEM)
- ARD procedures

### EDUCATION & CERTIFICATIONS

#### **Educational Diagnostician Certification**

Texas State University, San Marcos, TX, 2010

#### **Masters of Science in Special Education**

Henderson State University, Arkadelphia, AR, 1998

#### **Bachelor of Arts in Mass Communications**

Henderson State University, Arkadelphia, AR, 1996

**Teaching Certificate, PK-12 Special Education, State of Texas (Valid 2006-2012)**

**ESL PK-12, State of Texas (Valid 2007-2012)**

### ARD FACILITATOR EXPERIENCE

#### **ARD Facilitator**

Bastrop Independent School District, Bastrop Special Education Cooperative, 2009-Present

- Maintain compliance with due dates based on federal and state regulations.

- Complete ARDC documentation in Special Education Manager during meetings.
- Complete ARD notices in Special Education Manager and distribute copies in accordance with Special Education Co-Op and Mina Elementary, BIS, and BMS procedures.
- Generate minutes of meeting and complete all pages of ARD.
- Monitor compliance with federal and state regulations regarding failure ARDs, manifestation determinations, timelines for evaluations, determination of accommodations and modifications, days of removal and progress, parent request for ARDs and need for amendment ARDs.
- Provide assistance to teachers, staff and administrators regarding documentation requirements for modifications, days of removal and progress, determination of appropriate services and creation of IEPs and regulations and documentation for state testing.

## **TEACHING EXPERIENCE**

### **Special Education Inclusion Teacher and Department Chair**

Bastrop Independent School District, Bastrop Intermediate School, 2007-2009

- Provide special education inclusion support for 5<sup>th</sup> and 6<sup>th</sup> grade Reading, Language Arts, and Social Studies.
- Support the school staff by providing special education procedural assistance in reference to modifications, identification, placement, program review of students receiving special education services.
- Develop IEPs and assisted with specific needs regarding implementation.
- Coordinate placement of students with special needs into mainstream classes.
- Monitor student progress and updated IEP progress every 9 week grading period.
- Actively involved in the Campus LPAC committee as the transitional teacher.
- Communicate frequently with parents, school psychologists, occupational and physical therapist, school administrators, and other teachers.
- Provide ESL support to ELL's in ESL classroom.
- Assist the TAKS coordinator by gathering testing information for special education students as well as 504 students and group students accordingly.
- Attend regular informational sessions with the Director of Special Education for Bastrop ISD.
- Facilitate monthly meetings with all special education teachers on campus to disseminate information from BISD's Special Education Director.
- Editor of the Bastrop Intermediate School Yearbook.
- Member of the Multicultural Committee Team.

### **Special Education Resource Reading Teacher**

Bastrop Independent School District, Bastrop Intermediate School, 2001-2007



- Provided special education intensive resource instruction for 5<sup>th</sup> and 6<sup>th</sup> grade levels in the areas of Reading and Language Arts in a highly structured academic environment.
- Designed student IEPs and regularly attended ARD meetings.
- Partnered with colleagues regarding curriculum modifications and behavior management strategies and techniques.
- Communicated frequently with parents, school psychologists, occupational and physical therapist, school administrators, and other teachers.
- Editor of the Bastrop Intermediate School Yearbook.

### **Special Education Resource Reading Teacher**

Duncanville Independent School District, Hardin Intermediate School, 1999-2001

- Provided a highly structured academic environment using a variety of behavior management techniques.
- Instructed students in 5<sup>th</sup> and 6<sup>th</sup> grade levels in the areas of Reading, Language Arts, and Math.
- Developed and implemented IEPs and attended ARD meetings monthly.
- Communicated frequently with parents, educational diagnosticians, occupational and physical therapist, school administrators, and other teachers.
- Trained Irelene Syndrome Administrator.
- Co-Editor of the Hardin Intermediate School Yearbook.

### **Special Education Self-Contained Teacher**

Malvern Independent School District, Wilson Intermediate School, 1998-1999

- Provided a highly structured academic environment using a wide variety of behavior management strategies.
- Instructed students in 5<sup>th</sup> and 6<sup>th</sup> grade levels in the areas of Reading, Language Arts, Science, and Social Studies.
- Developed and implemented student IEPs and attended yearly ARD meetings.

## JAMES HOPE

**OBJECTIVE** To work with individuals within an organization that recognizes the potential of all students and their abilities to achieve great heights through the power of education.

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**SUMMARY** Effectively directing the Career & Technology program at Southwest Preparatory School District for the last six years. Previously served as Principal of the NE campus of SW Prep where TAKS scores significantly improved from academically unacceptable to acceptable status within three years.

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**ADMINISTRATIVE  
EXPERIENCE**

**CAREER & TECHNOLOGY DIRECTOR, SOUTHWEST PREPARATORY SCHOOL DISTRICT**

August 2007-Present

Establishing an effective CTE program at three campuses starting three separate academy programs in Hospitality and Tourism, Law & Public Safety, and A/V Production. Each academy includes a 4 year program of Work Based Learning in all grade levels. Have combined academies with hands on experience with industry leaders in all three academies. Combined dual credit, signature experiences and paid internships for students. Working closely with Region 20 as a mentor to new CTE directors in school districts.

**HIGH SCHOOL PRINCIPAL, SOUTHWEST PREPARATORY SCHOOL NE CAMPUS**

August 2004-May 2007

Serving as instructional leader for a staff of 30 and 375 students. Integrated the Accelerated Schools project to allow classrooms to be more student centered. Establishing a high quality standard that supports powerful learning and proficiency in every classroom. Enabling all stakeholders the power and responsibilities for making and implementing important decisions and for the outcomes of those decisions. Developing and managing the school budget. Collaborating with both parents and community leaders to provide authentic learning experiences outside the school. Directing a shared vision that together works to identify problems and seek resolutions that support the vision.

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**TEACHING  
EXPERIENCE**

**SCIENCE COORDINATOR/IPC & CHEMISTRY TEACHER**

**Healy Murphy Center, San Antonio, TX**

1999-2002

Instructing students in a self-paced program in all disciplines of integrated physics and chemistry along with traditional chemistry class. Establishing goals for each student on an individual basis (IEP).

**Science Director/Middle School Science Teacher**

**St. Anthony Middle School, San Antonio, TX**

1995-1999

Establishing a top-notch science program for elementary to middle school. Raised standardized test scores. Instituted middle school tutoring program in after school care. Effectively managed a city recognized science fair. Designing challenging curricula for students entering the science fields.

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EDUCATION

**ST. MARY'S UNIVERSITY, BA BIOLOGY, MINOR CHEMISTRY**

December 1994

**Texas Lutheran University, Biology Certification 9-12**

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REFERENCES

Available upon request

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Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment F.1. Facility Information

## Attachment F.1

## Facility Information

- Letter of Intent from the San Marcos Treatment Center to use their existing school facilities
- Diagram of school facility with square footage

### Schematics

- Classroom 1,2,3,5 & CFO buildings
- Classrooms 6 & 7
- Classroom 8
- Classroom 9 & 10
- Classroom 11,12,13
- Classroom 14 and 15
- Classroom 16,17 & 18
- Gym (two)
- Administration building



san marcos treatment center

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March 14, 2014

Re: Ki Education Foundation

To Whom it May Concern:

San Marcos Treatment Center, established in 1940, is a premier provider of intensive psychiatric residential evaluation and treatment, offering services to a unique population of children and adolescents from across the United States and overseas. Our patients display a diverse array of psychiatric, neuropsychiatric and neurodevelopmental disturbances. Many require special treatment for multiple psychiatric disorders and may have experienced multiple disappointments with treatment prior to coming to San Marcos. The facility provides a range of highly specialized, intensive residential programs and 24-hour care to this broad spectrum of girls and boys.

Prior to admission, many boys and girls experience behavioral problems at home, school or in the community. Often, these problems cross over to other areas and involve conflict with parents, siblings, teachers, classmates, friends and neighbors. We address problematic behaviors while simultaneously focusing on a child's clinical and educational needs. In order to experience success, we teach and encourage our patients to learn to self-regulate and self-manage their own behaviors. This practice is in preparation for life in the home community. Part of the process involves learning to replace old behaviors with new, more healthy and effective ways of functioning within the family, neighborhood, school and other areas of life.

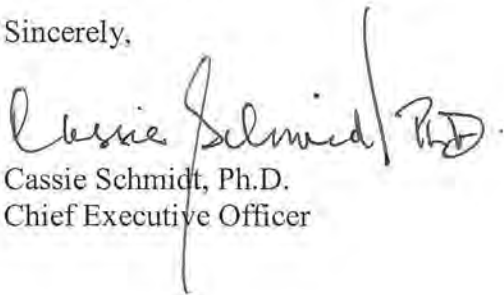
Ki Education Foundation expresses a genuine interest in providing an education program from which patients at San Marcos can greatly benefit. Their proposed diverse and unique education plan, consisting of a hybrid classroom and critical laboratory application, places an emphasis on theory to practice for our patients, allowing them to see the "big picture." Ki Education places a high value and importance on career and vocational training. This is vital for our patients, as it creates a pathway of opportunity and serves as a motivating factor for them to learn. This is a critical component for those patients who are not college bound and is, most often, overlooked educationally. The inclusion of career and vocational training as part of Ki Education Foundation's commitment to young people speaks volumes of their realistic understanding of student needs.

Ki Education Foundation differs from other school districts in that they work to meet the unique needs of each individual patient. Rather than employing a cookie-cutter, "one size fits all" approach, Ki Charter School's proposal indicates San Marcos patient needs will be met not only through their curriculum and education plan, but also through their highly trained instructional staff and non-traditional learning environment and practice. This is essential, as patients that are admitted to our facility already possess significant gaps in their learning as a result of non-responsive or limited educational experiences. It is critical that their needs be met so they can move forward in a positive and healthy way.

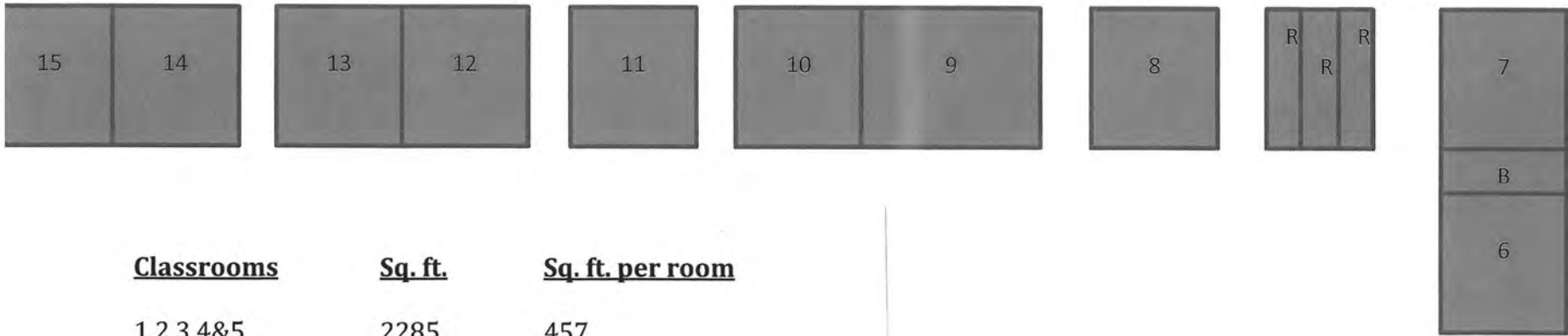
I believe that Ki Education Foundation will serve our complex and diverse patient population well. Ki Charter School will provide academic solutions for problematic patient issues and provide direction. I will be pleased to honor a contract with Ki Education Foundation, pending their charter approval by the Texas State Board of Education, and anticipate they will conduct their operation in an ethical and responsive manner.

If you have any questions or require further information, do not hesitate to contact me directly.

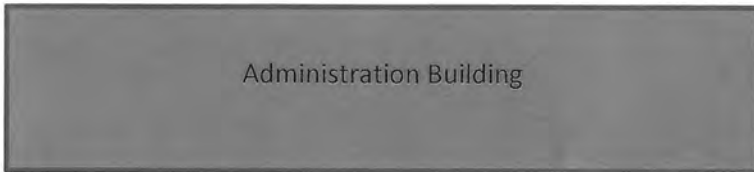
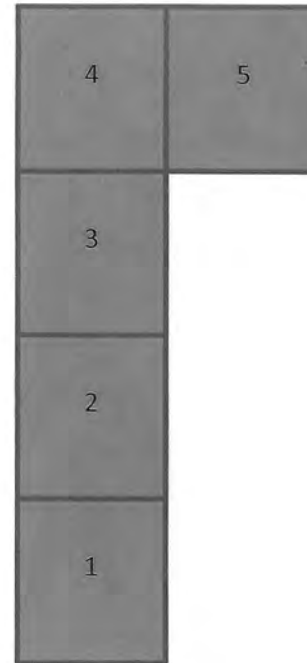
Sincerely,

A handwritten signature in cursive script that reads "Cassie Schmidt, Ph.D.". The signature is written in black ink and is positioned above the printed name and title.

Cassie Schmidt, Ph.D.  
Chief Executive Officer

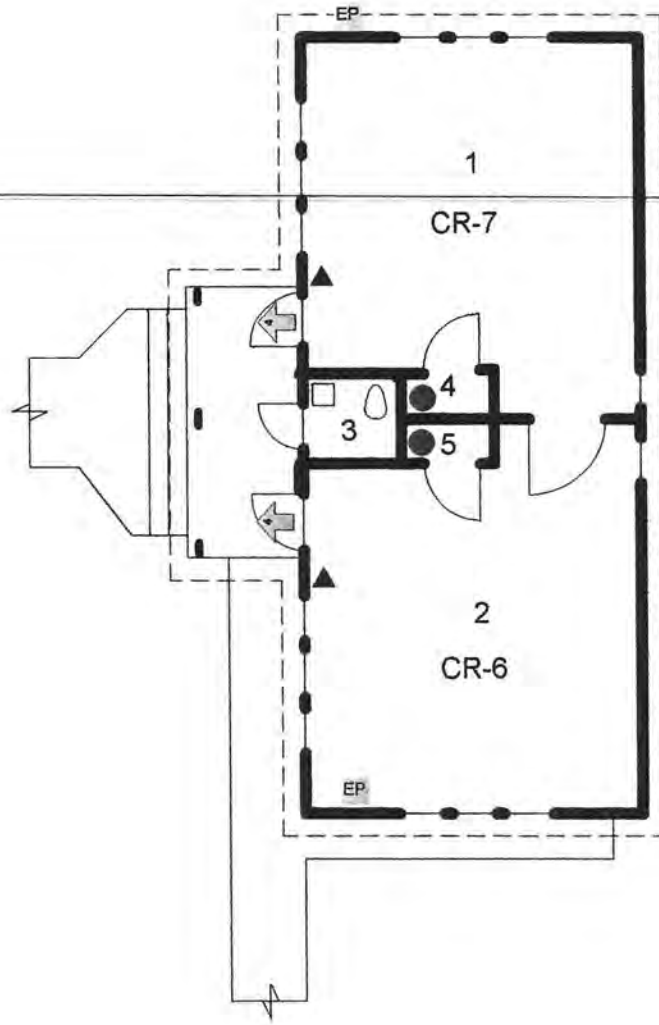


<u>Classrooms</u>	<u>Sq. ft.</u>	<u>Sq. ft. per room</u>
1,2,3,4&5	2285	457
6&7	893	446.5
8	769	769
9&10	1263	9 = 842, 10 = 421
11,12 &13	1670	11 = 520, 12 = 600, 13 = 520
14	586	586
15	586	586
16,17 &18	1440	480 (per room)
19	769	769
Admin Building	6651 Sq. ft. total	









### LIFE SAFETY LEGEND

4-HR. FIRE SEPARATION	----	■	FIRE ALARM PANEL
3-HR. FIRE SEPARATION	----	●	FIRE EXTINGUISHER
2-HR. FIRE SEPARATION	----	▲	PULL STATION
1-HR. FIRE SEPARATION	----	⊗	EXIT LIGHTS
1/2-HR. FIRE SEPARATION	----	●	GAS REGULATOR
SMOKE BARRIER	====	●	GAS VALVE
2-HR. FIRE/SMOKE BARRIER	----	EP	ELECTRIC PANEL
3-HR. FIRE/SMOKE BARRIER	----	★	INT. DIST. FRAME (PHONE)
4-HR. FIRE/SMOKE BARRIER	----	---	ROOF OVERHANG
SMOKE TIGHT PARTITION	----	---	SPRINKLED AREA
SUITE BOUNDARY	----	↑	EXIT CAPACITY

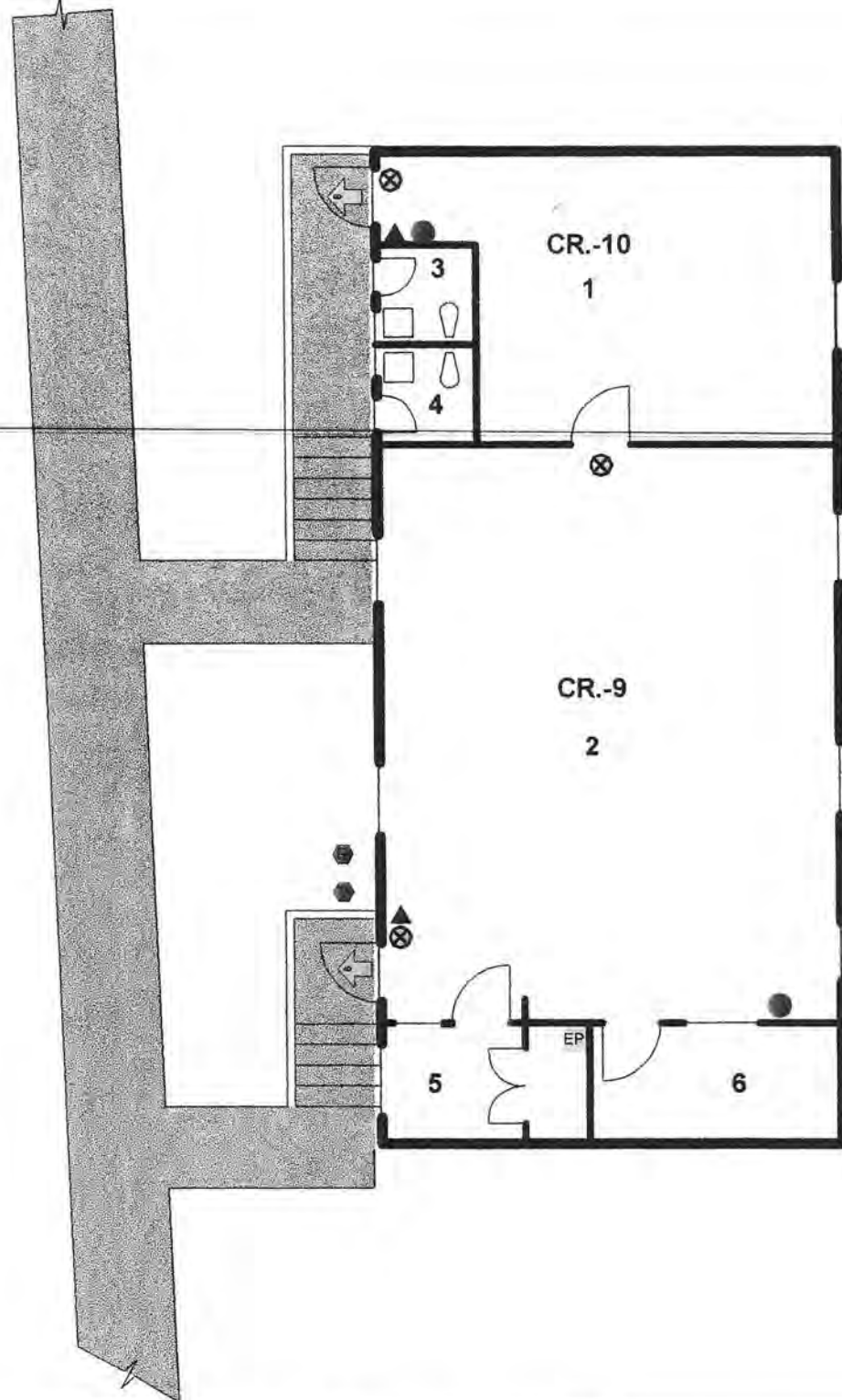
CLASSROOM 6 & 7

C-HS-04

SAN MARCOS TREATMENT CENTER

22



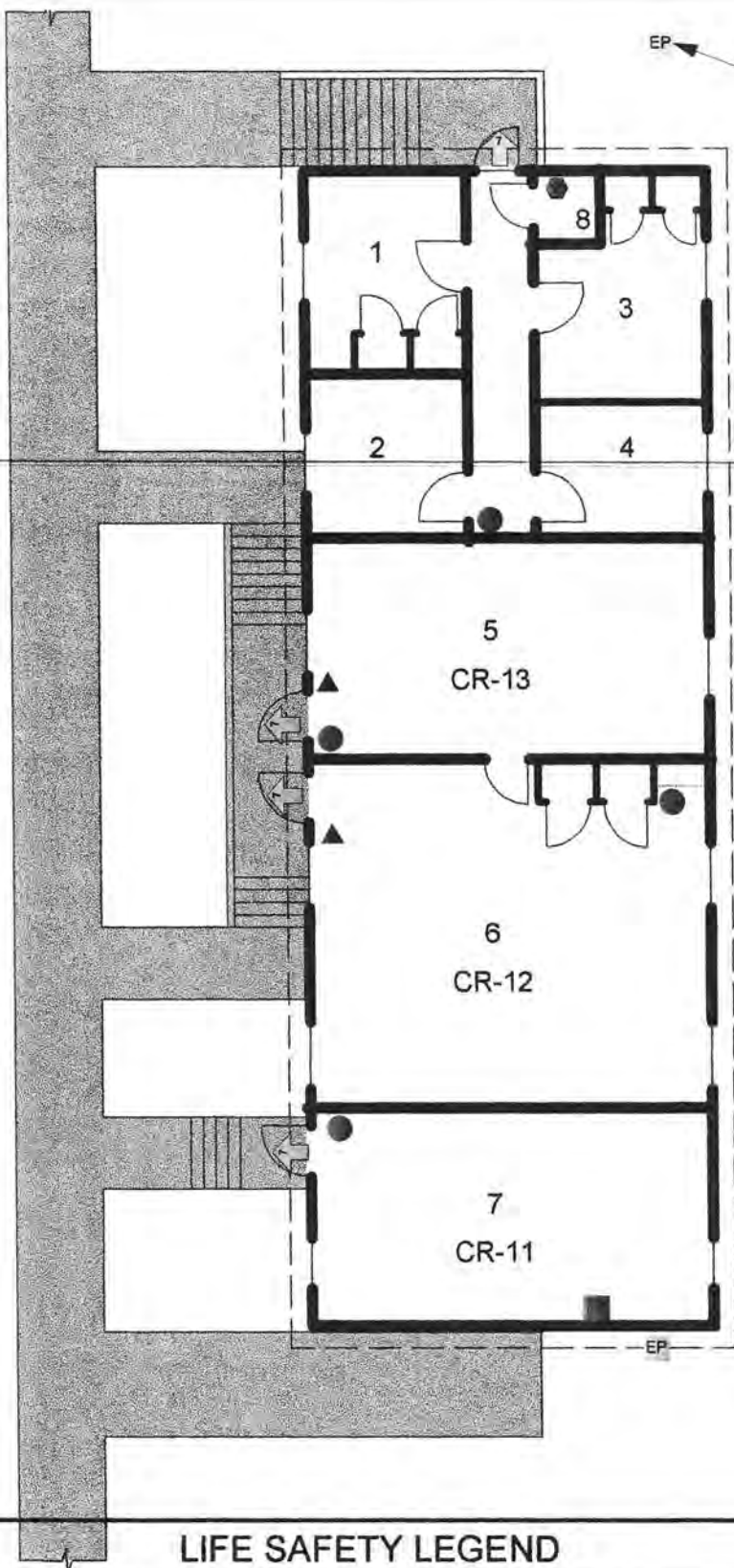


### LIFE SAFETY LEGEND

4-HR. FIRE SEPARATION	----	▲	FIRE ALARM PANEL
3-HR. FIRE SEPARATION	----	●	FIRE EXTINGUISHER
2-HR. FIRE SEPARATION	----	▲	PULL STATION
1-HR. FIRE SEPARATION	----	⊗	EXIT LIGHTS
1/2-HR. FIRE SEPARATION	----	●	GAS REGULATOR
SMOKE BARRIER	====	●	GAS VALVE
2-HR. FIRE/SMOKE BARRIER	----	EP	ELECTRIC PANEL
3-HR. FIRE/SMOKE BARRIER	----	★	INT. DIST. FRAME (PHONE)
4-HR. FIRE/SMOKE BARRIER	----	----	ROOF OVERHANG
SMOKE TIGHT PARTITION	----	----	SPRINKLED AREA
SUITE BOUNDARY	----	↑	EXIT CAPACITY

CLASSROOM 9 & 10  
C-HS-08

SAN MARCOS TREATMENT CENTER



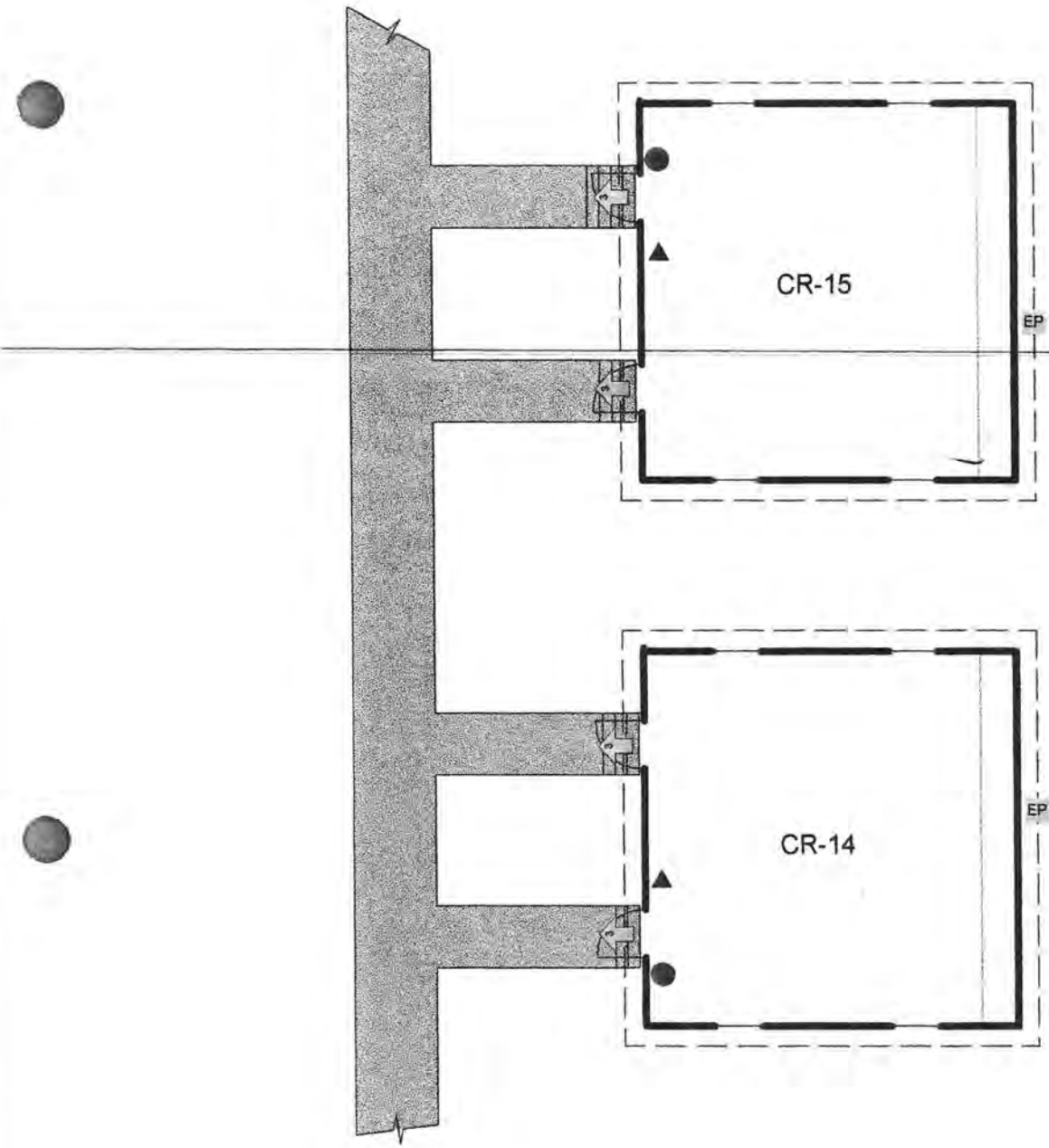
E.P. ATTACHED TO UTILITY POLE

### LIFE SAFETY LEGEND

4-HR. FIRE SEPARATION	----	■	FIRE ALARM PANEL
3-HR. FIRE SEPARATION	----	●	FIRE EXTINGUISHER
2-HR. FIRE SEPARATION	----	▲	PULL STATION
1-HR. FIRE SEPARATION	----	⊗	EXIT LIGHTS
1/2-HR. FIRE SEPARATION	----	⊙	GAS REGULATOR
SMOKE BARRIER	====	●	GAS VALVE
2-HR. FIRE/SMOKE BARRIER	----	EP	ELECTRIC PANEL
3-HR. FIRE/SMOKE BARRIER	----	★	INT. DIST. FRAME (PHONE)
4-HR. FIRE/SMOKE BARRIER	----	—	ROOF OVERHANG
SMOKE TIGHT PARTITION	----	—	SPRINKLED AREA
SUITE BOUNDARY	----	↑	EXIT CAPACITY

CLASSROOMS 11, 12, & 13 C-HS-10  
 SAN MARCOS TREATMENT CENTER

Ki Charter Academy

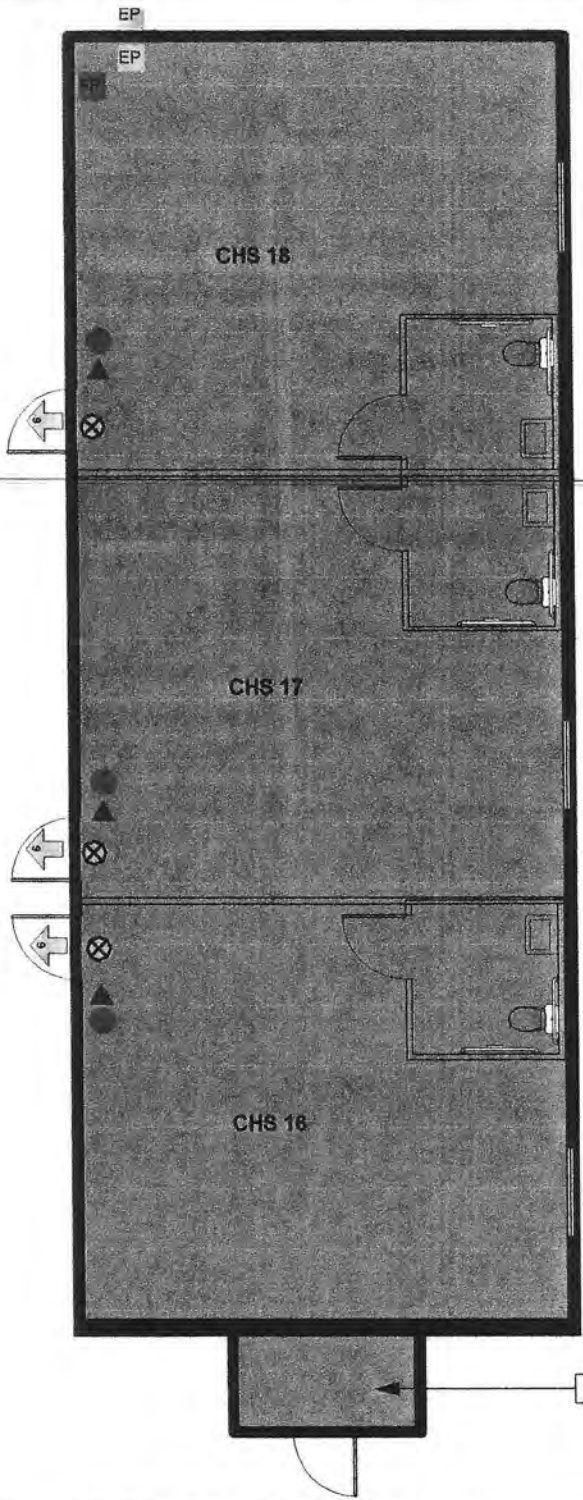


### LIFE SAFETY LEGEND

4-HR. FIRE SEPARATION	----	●	FIRE ALARM PANEL
3-HR. FIRE SEPARATION	----	▲	FIRE EXTINGUISHER
2-HR. FIRE SEPARATION	----	⊗	PULL STATION
1-HR. FIRE SEPARATION	----	●	EXIT LIGHTS
1/2-HR. FIRE SEPARATION	----	●	GAS REGULATOR
SMOKE BARRIER	====	●	GAS VALVE
2-HR. FIRE/SMOKE BARRIER	----	EP	ELECTRIC PANEL
3-HR. FIRE/SMOKE BARRIER	----	★	INT. DIST. FRAME (PHONE)
4-HR. FIRE/SMOKE BARRIER	----	↑	ROOF OVERHANG
SMOKE TIGHT PARTITION	----	↑	SPRINKLED AREA
SUITE BOUNDARY	----	↑	EXIT CAPACITY

CLASSROOMS 14 & 15

SAN MARCOS TREATMENT CENTER

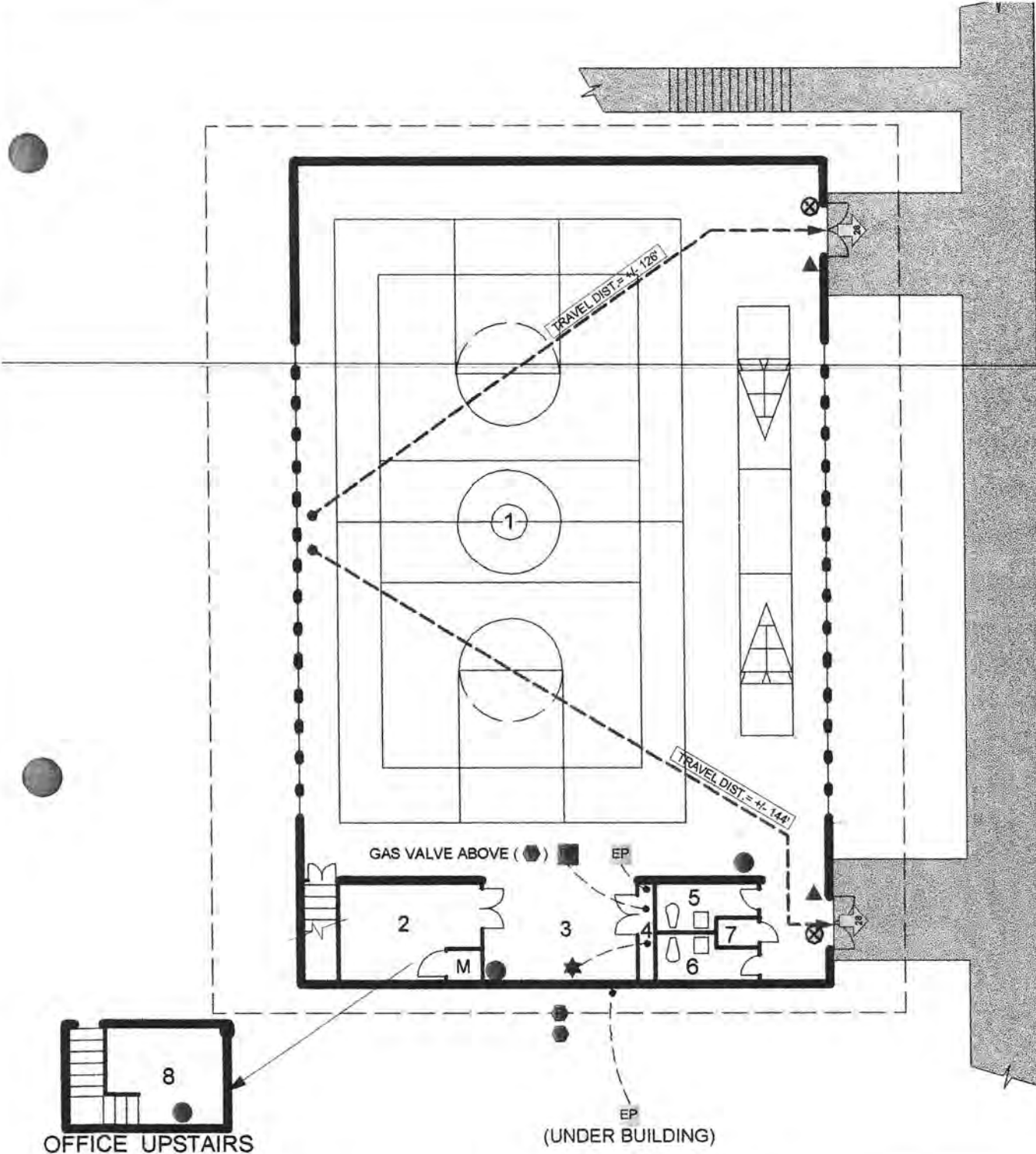


FIRE SEPRESSION SYSTEM

### LIFE SAFETY LEGEND

4-HR. FIRE SEPARATION	----	■	FIRE ALARM PANEL
3-HR. FIRE SEPARATION	- - - -	●	FIRE EXTINGUISHER
2-HR. FIRE SEPARATION	----	▲	PULL STATION
1-HR. FIRE SEPARATION	- - - -	⊗	EXIT LIGHTS
1/2-HR. FIRE SEPARATION	----	●	GAS REGULATOR
SMOKE BARRIER	----	●	GAS VALVE
2-HR. FIRE/SMOKE BARRIER	- - - -	EP	ELECTRIC PANEL
3-HR. FIRE/SMOKE BARRIER	----	★	INT. DIST. FRAME (PHONE)
4-HR. FIRE/SMOKE BARRIER	- - - -	↑	ROOF OVERHANG
SMOKE TIGHT PARTITION	----	↑	SPRINKLED AREA
SUITE BOUNDARY	----	↑	EXIT CAPACITY

C-HS-16  
C-HS-17  
C-HS-18



### LIFE SAFETY LEGEND

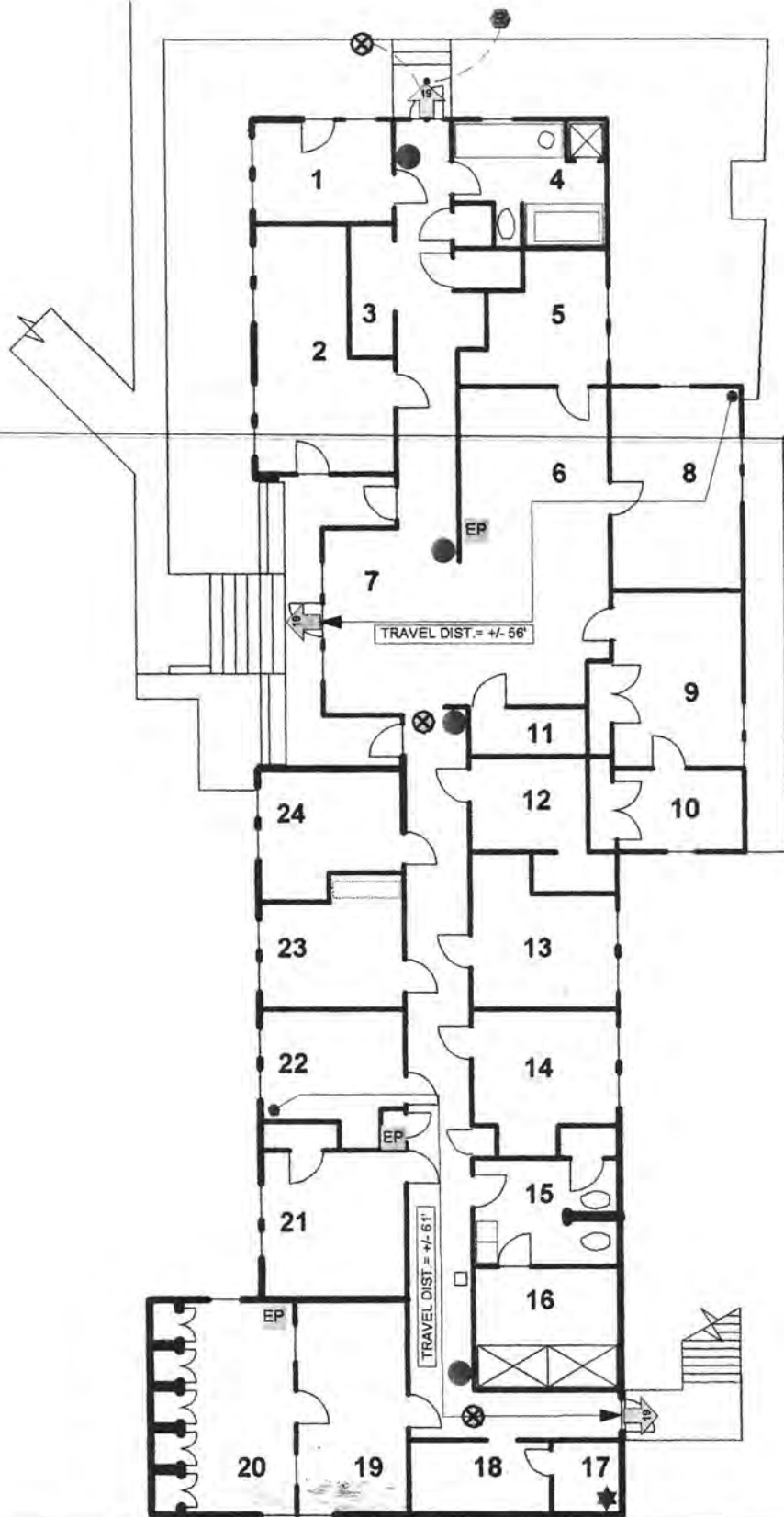
4-HR. FIRE SEPARATION	----	■	FIRE ALARM PANEL
3-HR. FIRE SEPARATION	----	●	FIRE EXTINGUISHER
2-HR. FIRE SEPARATION	----	▲	PULL STATION
1-HR. FIRE SEPARATION	----	⊗	EXIT LIGHTS
1/2-HR. FIRE SEPARATION	----	●	GAS REGULATOR
SMOKE BARRIER	====	●	GAS VALVE
2-HR. FIRE/SMOKE BARRIER	----	EP	ELECTRIC PANEL
3-HR. FIRE/SMOKE BARRIER	----	★	INT. DIST. FRAME (PHONE)
4-HR. FIRE/SMOKE BARRIER	----	—	ROOF OVERHANG
SMOKE TIGHT PARTITION	----	—	SPRINKLED AREA
SUITE BOUNDARY	----	↑	EXIT CAPACITY

GYM-HILLSIDE  
D-HS-01

SAN MARCOS TREATMENT CENTER

Ki Charter Academy





### LIFE SAFETY LEGEND

4-HR. FIRE SEPARATION	----	●	FIRE ALARM PANEL
3-HR. FIRE SEPARATION	-----	●	FIRE EXTINGUISHER
2-HR. FIRE SEPARATION	-----	●	PULL STATION
1-HR. FIRE SEPARATION	-----	●	EXIT LIGHTS
1/2-HR. FIRE SEPARATION	-----	●	GAS REGULATOR
SMOKE BARRIER	=====	●	GAS VALVE
2-HR. FIRE/SMOKE BARRIER	-----	●	ELECTRIC PANEL
3-HR. FIRE/SMOKE BARRIER	-----	●	INT. DIST. FRAME (PHONE)
4-HR. FIRE/SMOKE BARRIER	-----	●	ROOF OVERHANG
SMOKE TIGHT PARTITION	-----	●	SPRINKLED AREA
SUITE BOUNDARY	-----	●	EXIT CAPACITY

THERAPIST BLDG. C-HS-05 LEVEL 2  
SAN MARCOS TREATMENT CENTER

Ki Charter Academy

Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment F.2. Financial Documentation

## F.2 Financial Documentation

- Unaudited Financial Report:
- Statement of Financial Position
- Statement of Cash Flows
- Statement of Activities
- 990 E Postcard

### Credit Report:

“No documents are being provided because the sponsoring entity was incorporated after January 1, 2012.”

ki education foundation  
**Statement of Financial Position**  
As of March 15, 2014

	<u>Mar 15, 14</u>
<b>ASSETS</b>	
Current Assets	
Checking/Savings	
Cash	35,000.00
Total Checking/Savings	<u>35,000.00</u>
Total Current Assets	<u>35,000.00</u>
<b>TOTAL ASSETS</b>	<u><u>35,000.00</u></u>
<b>LIABILITIES &amp; EQUITY</b>	
Liabilities	
Current Liabilities	
Accounts Payable	
Accounts Payable	700.00
Total Accounts Payable	<u>700.00</u>
Total Current Liabilities	<u>700.00</u>
Total Liabilities	700.00
Equity	
Net Income	34,300.00
Total Equity	<u>34,300.00</u>
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<u><u>35,000.00</u></u>

ki education foundation  
**Statement of Cash Flows**  
July 1, 2013 through March 15, 2014

	<u>Jul 1, '13 - Mar 15, 14</u>
<b>OPERATING ACTIVITIES</b>	
Net Income	34,300.00
Adjustments to reconcile Net Income to net cash provided by operations:	
Accounts Payable	700.00
Net cash provided by Operating Activities	<u>35,000.00</u>
Net cash increase for period	<u>35,000.00</u>
Cash at end of period	<u><u>35,000.00</u></u>

ki education foundation  
**Statement of Cash Flows**  
July 1, 2013 through March 15, 2014  
Jul 1, '13 - Mar 15, 14

OPERATING ACTIVITIES:

Contributions and fund raising activities	47,837.64
Payments to vendors for goods and services rendered	-13,537.64
Net cash provided by operating activities	<u>34,300.00</u>

Net increase in cash	34,300.00
Cash at beginning of year	0.00
Cash at ending of year	35,000.00

RECONCILIATION OF CHANGE IN NET ASSETS TO NET CASH

PROVIDED BY OPERATING ACTIVITIES:

Change in net assets	34,300.00
Increase in Accounts Payable	700.00
Net cash provided by Operating Activities	<u>35,000.00</u>

Net cash increase for period 35,000.00

Cash at end of period 35,000.00

**ki education foundation**  
**Statement of Activities**  
 July 1, 2013 through March 15, 2014

	July 1, 2013 - March 15, 2014		
	Unrestricted	Temporarily Restricted	Totals
<b>Revenues</b>			
Local Support			
5740:Other Revenue form Local Source	47,837.64		47,837.64
Total Local Support	47,837.64	0.00	47,837.64
<b>Total Revenues</b>	<b>47,837.64</b>	<b>0.00</b>	<b>47,837.64</b>
<b>Expense</b>			
<b>41 - General Administration</b>			
Contract Services			
Accounting Fees	600.00		600.00
Outside Contract Services	11,050.00		11,050.00
Total Contract Services	11,650.00	0.00	11,650.00
Operations			
Postage, Mailing Service	72.64		72.64
Printing and Copying	350.00		350.00
Supplies	100.00		100.00
Total Operations	522.64	0.00	522.64
Other Types of Expenses			
Other Costs	1,365.00		1,365.00
Total Other Types of Expenses	1,365.00	0.00	1,365.00
<b>Total Expense</b>	<b>13,537.64</b>	<b>0.00</b>	<b>13,537.64</b>
<b>Net Ordinary Income</b>	<b>34,300.00</b>	<b>0.00</b>	<b>34,300.00</b>
<b>Net Income</b>	<b>34,300.00</b>	<b>0.00</b>	<b>34,300.00</b>



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## Form 990-N (e-Postcard) Submitted

**KI EDUCATION FOUNDATION**  
**46-2295875**  
**2012 IRS Form 990-N (e-Postcard)**  
**7/1/2012 - 6/30/2013**

Congratulations, your Form 990-N (e-Postcard) has been submitted to the IRS.

Once the IRS receives and processes your e-Postcard (usually within 30 minutes), you will receive an email indicating whether your e-Postcard was accepted or rejected. If accepted, you are done for the year. If rejected, the e-filing receipt email will contain instructions on how to correct the problem.

[Log out](#)   [Go To Filing Status Page](#)

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Questions or problems regarding this web site should be directed to [Tech Support](#)  
Concerned about your privacy? Please view our [privacy](#) policy.  
This website is best viewed with Microsoft Internet Explorer 5.5+ or Mozilla Firefox with a screen resolution of 1024 X 768.  
Last modified: September 23, 2013.



**Subject:** Fw: Form 990-N E-filing Receipt - IRS Status: Accepted

On Wednesday, October 16, 2013 4:21 PM, Tina Mikova <[tina@fgfservices.com](mailto:tina@fgfservices.com)> wrote:  
Dear Philip,

We have successfully filed your 2012 nonprofit's annual information return 990N.  
The receipt below is the proof of electronic filing. Please print this email and save it for your records.

Thank you for letting us do the work!

Tina Mikova

Associate  
FLOYD GREEN FINANCIAL SERVICES  
3114 Mercer University Drive, Suite 200  
Atlanta, GA 30341  
tel. (877) 457-2550; direct line (678) 608-3911  
fax (877) 880-0651  
[www.fgfservices.com](http://www.fgfservices.com)

-----Original Message-----

From: [epostcard@urban.org](mailto:epostcard@urban.org) [mailto:[epostcard@urban.org](mailto:epostcard@urban.org)]  
Sent: Wednesday, October 16, 2013 4:58 PM  
To: info  
Subject: Form 990-N E-filing Receipt - IRS Status: Accepted

Organization: KI EDUCATION FOUNDATION  
EIN: 46-2295875  
Submission Type: Form 990-N  
Year: 2012  
Submission ID: 7800582013289dq09887  
e-File Postmark: 10/16/2013 4:52:13 PM  
Accepted Date: 10/16/2013

The IRS has accepted the e-Postcard described above. Please save this receipt for your records.

Thank you for filing.

---

e-Postcard technical support  
Phone: 866-255-0654 (toll free)  
email:[ePostcard@urban.org](mailto:ePostcard@urban.org)

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Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment F.3. Financial Plan

School Into 1MB

<b>Ki Charter Academy</b>	
<b>New Applicaton Budget(s) &amp; Cash Flow(s) Template</b>	
Lead Applicant Name:	Paul Camden
Contact Email:	paulcamden@gmail.com
Contact Phone:	512-618-0787
Year One Fiscal Year End:	2016
School Days:	180

Ki Charter Academy

Data Entry Tab

A	B	C	D	E
1	KI Charter Academy			
2	Estimate of State Aid Entitlement Input	3/26/14 21:43		
4		<b>Total - Per Grades - First Year</b>		
5	Pre-Kindergarten (Enter 1/2 of actual enrollment because you will only be funded for 1/2 day per child)	-		
6	Kindergarten	-		
7	1st Grade	3.00		
8	2nd Grade	3.00		
9	3rd Grade	3.00		
10	4th Grade	5.00		
11	5th Grade	5.00		
12	6th Grade	28.00		
13	7th Grade	28.00		
14	8th Grade	28.00		
15	9th Grade	28.00		
16	10th Grade	16.00		
17	11th Grade	12.00		
18	12th Grade	11.00		
19		<b>Total - All Grades</b>		
20	Total Number of Students Enrolled	170.0		
21	Total Number of High School Students Enrolled	67.00		
22	Percentage Rate of Attendance	95%		
24	<b>Special Education Data:</b>		<b>Extended Year Service</b>	
25	Number Enrolled in Homebound	-	-	
26	Number Enrolled in Hospital Class	-	-	
27	Number Enrolled in Speech Therapy	-	-	
28	Number Enrolled in Resource Room	-	-	
29	Number Enrolled in Self-Contained Mild/Mod/Sev	-	-	
30	Number Enrolled in Full-Time Early Childhood	-	-	
31	Number Enrolled in Off-Home Campus	-	-	
32	Number Enrolled in VAC	-	-	
33	Number Enrolled from State Schools	-	-	
34	Number Enrolled in Residential Care & Treatment	119.00	-	
35	Number Enrolled in Mainstream	-	-	
36	<b>Career and Technology (C&amp;T) Data:</b>		<b>Advanced C&amp;T FTE</b>	
37	Number Enrolled in One-hour Class	20.00	-	
38	Number Enrolled in Two-hour Class	-	-	
39	Number Enrolled in Three-hour Class	-	-	
40	Number Enrolled in Four-hour Class	-	-	
41	Number Enrolled in Five-hour Class	-	-	
42	Number Enrolled in Six-hour Class	-	-	
43	Gifted and Talented Enrolled	-		
44	Number of Pregnancy Related Students Enrolled	-		
45	Number Enrolled in Bilingual/ESL	5.00		
46	Special Education Error Check			
47	Career and Technology Error Check			
48	Available School Fund ADA	-		
49	Compensatory Education Enrollment	-		
50	Regular Program Transportation Allotment	-		
51	Special Education Program Transportation Allotment	-		

Ki Charter Academy

	A	B	C	D	E
52		Career and Technology Program Transportation Allowment			
53		Transportation Total	\$	-	
54					

3/7/16 23:45

Ki Charter Academy  
ENROLLMENT and STUDENT POPULATION

Data for following fiscal years must be based on reasonable estimates and projections.

ENROLLMENT FISCAL YEAR END	2015	2017	2018	2019	2020
Pre-Kindergarten (Enter 1/2 of actual enrollment because you will only be funded for 1/2 day per child)					
Kindergarten					
1st Grade	3,000	3,000	3,000	3,000	3,000
2nd Grade	3,000	3,000	3,000	3,000	3,000
3rd Grade	3,000	3,000	3,000	3,000	3,000
4th Grade	5,000	5,000	5,000	5,000	5,000
5th Grade	5,000	5,000	5,000	5,000	5,000
6th Grade	28,000	27,000	27,000	27,000	27,000
7th Grade	28,000	27,000	27,000	27,000	27,000
8th Grade	28,000	28,000	28,000	28,000	28,000
9th Grade	28,000	28,000	28,000	28,000	28,000
10th Grade	16,000	15,000	15,000	15,000	15,000
11th Grade	11,000	11,000	11,000	11,000	11,000
12th Grade	11,000	10,000	10,000	10,000	10,000
Total Number of High School Students Enrolled	67,000	64,000	64,000	64,000	64,000
Total Number of All Students Enrolled (Average Membership)	170,000	165,000	165,000	165,000	165,000
Average Daily Attendance (ADA)	161,500	156,750	156,750	156,750	156,750
Average Daily Attendance %	95%	95%	95%	95%	95%
Percent Change YOY	3%	0%	0%	0%	0%

STUDENT POPULATION

Special Education Data:	2016	FY 2016	2017	FY 2017	2018	FY 2018	2019	FY 2019	2020	FY 2020
Number Enrolled in Homebound										
Number Enrolled in Hospital Class										
Number Enrolled in Speech Therapy										
Number Enrolled in Resource Room										
Number Enrolled in Self-Contained Middle/High/Sec										
Number Enrolled in Full-Time Early Childhood										
Number Enrolled in Off Home Campus										
Number Enrolled in VAC										
Number Enrolled from State Schools										
Number Enrolled in Residential Care & Treatment										
Number Enrolled in Mainstream										
Special Education Student Count (Pren)	119,000		115,000		115,000		115,000		115,000	
Special Education Student Count %	70.00%		69.70%		69.70%		69.70%		69.70%	
Percent Change YOY			-3%		0%		0%		0%	

Career and Technology (C&T) Data:

Number Enrolled in One-hour Class	2016	2017	2018	2019	2020
Number Enrolled in Two-hour Class	20,000		20,000		20,000
Number Enrolled in Three-hour Class					
Number Enrolled in Four-hour Class					
Number Enrolled in Five-hour Class					
Number Enrolled in Six-hour Class					
Number Enrolled in Career & Technology Students Enrolled	11,70%		12.12%		12.12%
Percent Change YOY			0%		0%

Data for following fiscal years must be based on reasonable estimates and projections.

Number Gifted and Talented Students Enrolled	2016	2017	2018	2019	2020
% of Gifted and Talented Students Enrolled					
Number of Pregnancy Related Students					
% of Pregnancy Related Students Enrolled					
Number of Students Enrolled in Bilingual/ESL	5,000	5,000	5,000	5,000	5,000
% of Students Enrolled in Bilingual/ESL	2.94%	3.03%	3.03%	3.03%	3.03%

Ki Charter Academy

Special Education Error Check						
Career and Technology Error Check						
Available School Fund ADA						
Commutatory Education Enrollment						

**Transportation**

	2016	2017	2018	2019	2020
Regular Program Transportation Allowment	\$ -	\$ -	\$ -	\$ -	\$ -
Special Education Program Transportation Allowment	\$ -	\$ -	\$ -	\$ -	\$ -
Career and Technology Program Transportation Allowment	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Transportation Total</b>	\$ -	\$ -	\$ -	\$ -	\$ -
Percent Change YOY		0%	0%	0%	0%

Li Chao Academy

Ki Charter Academy  
 Estimate of State Aid Enrollment Output  
 Template Date 06/17/2012 12:48:44 PM

3/27/12 11:44

Please note estimates of state aid calculated during the school year are based on projected charter school and school district attendance estimates, estimated school district full-time equivalent (FTE) enrollment, and estimated tax reductions. Estimation of state aid and other funding is based on the "Three" scenario of Revenue (R3) through the Funding Division until the "Three" scenario of Revenue (R3) is explained in the R11 through recommendations that charter schools budget conservatively to accommodate these projected changes.

	TOTAL	Estimated Year Services
Retired ADA	181,200	
HS ADA	83,250	
ASF ADA	0,000	
<b>SPECIAL EDUCATION FTE</b>		
Number Deployed in Homebound	0,000	0,000
Hospital Class	0,000	0,000
Speech Therapy	0,000	0,000
Resource Room	0,000	0,000
Self-Contained Middle/Sec	0,000	0,000
Full-Time Early Childhood	0,000	0,000
On-Home Campus	0,000	0,000
VAC	0,000	0,000
State Schools	0,000	0,000
Residential Care & Treatment	103,828	0,000
<b>TOTAL SPECIAL EDUCATION FTE</b>	<b>103,828</b>	<b>0,000</b>
<b>TOTAL SPECIAL EDUCATION WEIGHTED FTE</b>	<b>414,317</b>	<b>0,000</b>
<b>Career &amp; Technology FTEs</b>	<b>3,238</b>	
Advanced Career & Technology FTEs	0,000	
Regular Program ADA	54,641	
Masterplan ADA	0,000	
Gifted & Talented Enrollment	0,000	
Compensatory Ed Enrollment	0,000	
Pregnancy-related FTEs	4,750	
Bilingual ADA	0,8731	
Adjusted GVA	990,574	
<b>FUNDING DATA</b>		
State Average Basic Abolment	\$ 4,805	
State Average Adjusted Basic Abolment	\$ 5,078	
State Average Adjusted Abolment	\$ 6,152	
State Average DTR, Level II	\$ 0,0334	
State Average DTR, Level III	\$ 0,0488	
Aransas School Fund Rate	\$ -	
<b>FUNDING BREAKDOWN BY PROGRAM</b>		
Regular Program Block Grant	\$ 328,190	
Special Education Block Grant (based 8% of assumed enrollment)	\$ -	
Masterplan Special Education (based 1% of assumed enrollment)	\$ -	
Residential Care & Treatment (based 1% of assumed enrollment)	\$ 2,550,107	
State Schools (based 8% of assumed enrollment)	\$ -	
Extended Year Services Special Education (EYS) Grant (based 10% of assumed enrollment)	\$ 2,550,107	
<b>TOTAL SPECIAL EDUCATION</b>	<b>\$ 2,550,107</b>	
Career & Technology Grant (based 8% of assumed enrollment)	\$ 28,826	
Gifted & Talented Op Grant (based 8% of assumed enrollment)	\$ -	
Regular Compensatory Ed (based 8% of assumed enrollment)	\$ -	
Pregnancy Related Services Allocation (based 8% of assumed enrollment)	\$ -	
Military Abolment	\$ -	
Bilingual Education Block Grant (based 8% of assumed enrollment)	\$ 2,922	
<b>TRANSFORMATION</b>		
Regular Program	\$ -	
Special Education	\$ -	
Career and Technology	\$ -	
<b>TOTAL TRANSFORMATION</b>	<b>\$ -</b>	
High School Abolment	\$ 17,504	
State Share of Tier I	\$ 2,833,508	
Tier II Level 1	\$ 185,540	
Tier II Level 2	\$ 88,418	
<b>TOTAL TIER II</b>	<b>\$ 278,057</b>	
<b>TOTAL FOUNDATION</b>	<b>\$ 3,211,585</b>	
<b>OTHER PROGRAMS</b>		
Staff Salary Adjustment	\$ -	
Additional State Aid for Ten Reduction (ASATR)	\$ -	
<b>TOTAL OTHER PROGRAMS</b>	<b>\$ -</b>	
<b>TOTAL</b>	<b>\$ 3,211,585</b>	
<b>TOTAL AVAILABLE SCHOOL FUND (ASF) (may be zero in first year)</b>	<b>\$ -</b>	
<b>TOTAL FOUNDATION SCHOOL FUND (FSF)</b>	<b>\$ 3,211,585</b>	

Ki Charter Academy



1	2009-2010 HB1 Revenue Per WADA *0.9263	\$	4,604,638
2	2009-2010 State Average HB1 Revenue Per WADA*0.9263	\$	4,604,637
3	2013-2014 WADA		590,574
4	2013-2014 Base Target Revenue (Greater of Line 1 x Line 3 or Line2 x Line 3)	\$	2,719,379
5	2013-2014 HB3646 Minimum Increase (Line 3 x \$120*0.9263)	\$	65,646
6	2013-2014 Minimum Revenue (Line 4 + Line 5)	\$	2,785,025
7	Transportation Adjustment	\$	-
8	2013-2014 New Instructional Facility Allotment	\$	-
9	2008-2009 Educator Salary Increase (\$23.63 x 2008-2009 WADA*0.9263)	\$	-
10	2013-2014 Adjusted Minimum Revenue (Line 6 + Line 7 + Line 8 + Line 9)	\$	2,785,025
11	2013-2014 Tier I State Aid	\$	2,933,509
12	Additional State Aid For Tax Reduction (If Line 11 < Line 10 Then Line 10 - Line 11)	\$	-
13	2013-2014 Revenue @ Compressed Tax Rate/RACR (Line 11 + Line 12)	\$	2,933,509
14	2013-2014 Revenue per WADA @ Compressed Tax Rate (RACR/WADA) (Line 13/Line3)	\$	4,967

3/26/14 21:50

K. Charter Academy







**EXPENSES**

**PAYROLL TAXES AND BENEFITS**

Social Security	0.00%	0.00%	0.00%	0.00%	0.00%
Medicare	1.45%	1.45%	1.45%	1.45%	1.45%
State Unemployment	0.75%	0.75%	0.75%	0.75%	0.75%
Worker's Compensation Insurance	2.50%	2.50%	2.50%	2.50%	2.50%
Custom Other Tax #1	0.00%	0.00%	0.00%	0.00%	0.00%
Custom Other Tax #2	0.00%	0.00%	0.00%	0.00%	0.00%
Health Insurance	9.00%	8.75%	8.50%	8.50%	8.00%
Dental Insurance	0.75%	0.75%	0.75%	0.75%	0.75%
Vision Insurance	0.15%	0.15%	0.15%	0.15%	0.15%
Life Insurance	0.10%	0.10%	0.10%	0.10%	0.10%
Retirement Contribution	1.50%	3.00%	4.50%	6.00%	7.50%
TNS Employee Care Contribution and Other TNS	3.05%	3.05%	3.05%	3.05%	3.05%
Health Club Membership	0.75%	0.75%	0.75%	0.75%	0.75%

**TOTAL PAYROLL TAXES AND BENEFITS**

**TOTAL PERSONNEL, TAX & BENEFIT EXPENSES**

**CONTRACTED SERVICES**

Accounting / Audit	22,000
Legal	18,000
Management Company Fee	-
Hours Services	-
Food Services / School Lunch	18,000
Special Ed Services	18,000
Therapist Services (i.e. Title I)	4,500
Staff Development	15,200
Financial and Student Management Software	-
Other	-
<b>TOTAL CONTRACTED SERVICES</b>	<b>115,700</b>

For each line item in the Payroll Taxes & Benefit section enter the % of total Payroll that line item should represent.

0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
1.45%	1.45%	1.45%	1.45%	1.45%	1.45%
0.75%	0.75%	0.75%	0.75%	0.75%	0.75%
2.50%	2.50%	2.50%	2.50%	2.50%	2.50%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
9.00%	8.75%	8.50%	8.50%	8.00%	8.00%
0.75%	0.75%	0.75%	0.75%	0.75%	0.75%
0.15%	0.15%	0.15%	0.15%	0.15%	0.15%
0.10%	0.10%	0.10%	0.10%	0.10%	0.10%
1.50%	3.00%	4.50%	6.00%	7.50%	7.50%
3.05%	3.05%	3.05%	3.05%	3.05%	3.05%
0.75%	0.75%	0.75%	0.75%	0.75%	0.75%

Unemployment is only on first \$9,000 per employee  
High increase of work environment

Health Insurance is really a % but a set monthly amount no matter what the salary  
Dental Insurance is really a % but a set monthly amount no matter what the salary  
Vision Insurance is really a % but a set monthly amount no matter what the salary  
Life Insurance is really a % but a set monthly amount no matter what the salary  
Retirement Contribution - 2% per year of service  
TNS Employee Care Contribution - 5% of salary  
Health Club Membership benefit

Enter the percentage below for which the 3-year projection column should increase each year.

0.00%	-15.00%	1.00%	1.00%	1.00%	1.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	-100.00%	0.00%	0.00%	0.00%
0.00%	3.00%	3.00%	3.00%	3.00%	3.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	2.00%	2.00%	2.00%	2.00%	2.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

3% known amounts for budget plan \$1,000/month for additional  
Hypothetical high estimate  
provided by ME  
Outsourced to Charter School Finance consultant in implementing  
assume 1 shift weekly at \$500/day  
various at 1 per month \$400  
for Worksheet provided

K. Chock Academics

3/26/18 21:34

KL Charter Academy

REVENUE AND EXPENSE ASSUMPTIONS

2016 2017 2018 2019 2020

NOTES

REVENUE	
TOTAL STATE REVENUES	3,211,565.19
TOTAL FEDERAL REVENUES	-
TOTAL LOCAL & OTHER REVENUES	62,500
TOTAL REVENUE	3,274,065.19

Category	2016	2017	2018	2019	2020
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	-100.00%	0.00%	0.00%	0.00%	0.00%

KL Charter Academy

PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

Description of Assumptions and Variances

SUMMARY		KI Charter Academy									
	2016	2017	2018	2019	2020						
Total Revenue	3,274,065	3,211,565	3,211,565	3,211,565	3,211,565						
Total Expenses	3,008,079	2,921,057	2,991,873	3,055,078	3,111,066						
Net Operating Income (before Depreciation)	145,976	290,508	229,742	156,544	100,496						
Revenue Per Pupil	19,759	19,464	19,464	19,464	19,464						
Expenses Per Pupil	18,159	17,707	18,072	18,519	18,855						
REVENUE		2016		2017		2018		2019		2020	
TOTAL STATE REVENUES	\$ 3,211,565	\$ 3,211,565	\$ 3,211,565	\$ 3,211,565	\$ 3,211,565						
TOTAL FEDERAL REVENUES	\$ -	\$ -	\$ -	\$ -	\$ -						
TOTAL LOCAL & OTHER REVENUES	\$ 62,500	\$ -	\$ -	\$ -	\$ -						
TOTAL REVENUE	\$ 3,274,065	\$ 3,211,565	\$ 3,211,565	\$ 3,211,565	\$ 3,211,565						

Ki Charter Academy

K: Charles Academy

**EXPENSES**

**ADMINISTRATIVE STAFF PERSONNEL COSTS**

Executive Management	90,000	91,000	93,636	95,041	95,941
Instructional Management	212,000	216,240	220,565	223,873	226,112
Deans, Directors & Coordinators	65,000	66,300	67,676	68,640	69,327
CEO / Director of Finance	65,000	66,300	67,676	68,640	69,327
Operation / Business Manager	-	-	-	-	-
Administrative Staff	80,000	81,600	83,232	84,480	85,325
Other - Administrative	-	-	-	-	-
<b>TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS</b>	<b>\$ 512,000</b>	<b>\$ 512,240</b>	<b>\$ 513,685</b>	<b>\$ 540,675</b>	<b>\$ 546,082</b>

**INSTRUCTIONAL PERSONNEL COSTS**

Teachers - Regular	440,000	448,800	457,776	464,643	469,289
Teachers - SPED	225,000	229,500	234,090	237,601	239,922
Substitute Teachers	-	-	-	-	-
Teaching Assistants	480,000	499,600	499,392	506,893	511,452
Specialty Teachers	220,000	224,400	228,848	232,321	234,645
Aides	-	-	-	-	-
Therapists & Counselors	138,000	140,760	143,575	145,278	147,186
Other - Instructional	-	-	-	-	-
<b>TOTAL INSTRUCTIONAL PERSONNEL COSTS</b>	<b>\$ 1,503,000</b>	<b>\$ 1,531,060</b>	<b>\$ 1,563,721</b>	<b>\$ 1,587,177</b>	<b>\$ 1,601,049</b>

**NON-INSTRUCTIONAL PERSONNEL COSTS**

Nurse	-	-	-	-	-
Librarian	-	-	-	-	-
Custodian	-	-	-	-	-
Security	-	-	-	-	-
Other - Non Instructional	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

**PAYROLL TAXES AND BENEFITS**

Medicare	29,218	29,802	30,396	30,954	31,162
State Unemployment	15,113	15,415	15,723	15,959	16,118
Worker's Compensation Insurance	50,375	51,383	52,410	53,196	53,728
Custom Other Tax #1	-	-	-	-	-
Custom Other Tax #2	-	-	-	-	-
Health Insurance	181,150	179,839	178,195	180,867	177,303
Dental Insurance	15,415	15,415	15,723	15,959	16,118
Vision Insurance	3,023	3,083	3,145	3,192	3,228
Life Insurance	2,015	2,055	2,096	2,128	2,149
Retirement Contributions	30,225	61,659	94,328	127,671	161,185
TNS Employer Care Contribution and Other TNS	61,458	62,687	63,940	64,899	65,548
Health Club Membership	15,113	15,415	15,723	15,959	16,118
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	<b>\$ 403,000</b>	<b>\$ 436,251</b>	<b>\$ 471,691</b>	<b>\$ 510,695</b>	<b>\$ 542,635</b>
<b>TOTAL PERSONNEL TAX &amp; BENEFIT EXPENSES</b>	<b>\$ 2,416,000</b>	<b>\$ 2,492,051</b>	<b>\$ 2,568,097</b>	<b>\$ 2,638,517</b>	<b>\$ 2,691,786</b>

**CONTRACTED SERVICES**

Accounting / Audit	27,000	27,958	22,180	23,411	23,645
Legal	10,000	10,000	10,000	10,000	10,000
Management Company Fee	-	-	-	-	-
Nurse Services	-	-	-	-	-
Food Service / School Lunch	18,000	18,000	19,096	19,459	20,259
Payroll Services	18,000	18,540	-	-	-
Special Ed Services	-	-	-	-	-
Therapist Services (I & Title II)	4,500	4,590	4,682	4,775	4,871
Staff Development	15,200	15,200	15,200	15,200	15,200
Financial and Student Management Software	-	-	-	-	-
Other	-	-	-	-	-
<b>TOTAL CONTRACTED SERVICES</b>	<b>\$ 92,200</b>	<b>\$ 89,280</b>	<b>\$ 72,158</b>	<b>\$ 73,056</b>	<b>\$ 73,976</b>



**SCHOOL OPERATIONS**

Board Expenses	2,000	2,000	2,000	2,000	2,000	2,000	2,000
Classroom / Teaching Supplies & Materials	48,000	24,000	24,240	24,480	24,720	24,960	25,200
Special Ed Supplies & Materials	142,739	181,112	142,735	184,152	145,593	186,000	148,000
Textbooks / Workbooks	18,000	18,000	18,000	18,000	18,000	18,000	18,000
Supplies & Materials other	8,700	8,787	8,875	8,964	9,053	9,143	9,233
Equipment / Furniture	54,950	13,738	13,738	13,738	13,738	13,738	13,738
Telephone	10,800	10,800	10,800	10,800	10,800	10,800	10,800
Technology	211,200	42,240	42,240	42,240	42,240	42,240	42,240
Student Testing & Assessment	10,000	10,100	10,201	10,303	10,405	10,507	10,609
Field Trips	-	-	-	-	-	-	-
Transportation (Student)	-	-	-	-	-	-	-
Student Services - other	6,000	4,000	4,000	4,000	4,000	4,000	4,000
Office Expense	2,500	2,500	2,500	2,500	2,500	2,500	2,500
Staff Development	2,000	2,000	2,000	2,000	2,000	2,000	2,000
Staff Recruitment	-	-	-	-	-	-	-
Student Recruitment / Marketing	-	-	-	-	-	-	-
School Meals / Lunch	-	-	-	-	-	-	-
School (Staff)	2,500	2,500	2,500	2,500	2,500	2,500	2,500
Funding	-	-	-	-	-	-	-
IT Equipment	3,000	750	750	750	750	750	750
Dues and memberships	2,500	2,500	2,500	2,500	2,500	2,500	2,500
Misc Fees, Bank Charges, etc	2,000	2,000	2,000	2,000	2,000	2,000	2,000
<b>TOTAL SCHOOL OPERATIONS</b>	<b>\$74,800</b>	<b>\$27,228</b>	<b>\$275,864</b>	<b>\$290,928</b>	<b>\$292,800</b>	<b>\$292,800</b>	<b>\$292,800</b>

**FACILITY OPERATION & MAINTENANCE**

Insurance	15,000	15,000	15,000	15,000	15,000	15,000	15,000
Janitorial Services	-	-	-	-	-	-	-
Building and Land rent / Lease	10,000	10,000	10,000	10,000	10,000	10,000	10,000
Repairs & Maintenance	-	-	-	-	-	-	-
Security Services	-	-	-	-	-	-	-
Utilities	2,500	2,500	2,500	2,500	2,500	2,500	2,500
Cleaning Supplies	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>\$27,500</b>	<b>\$27,500</b>	<b>\$27,500</b>	<b>\$27,500</b>	<b>\$27,500</b>	<b>\$27,500</b>	<b>\$27,500</b>
<b>RESERVE / CONTINGENCY</b>	<b>25,000</b>	<b>25,000</b>	<b>25,000</b>	<b>25,000</b>	<b>25,000</b>	<b>25,000</b>	<b>25,000</b>
<b>TOTAL EXPENSES</b>	<b>\$1,088,600</b>	<b>\$2,811,057</b>	<b>\$2,971,823</b>	<b>\$3,105,021</b>	<b>\$3,111,069</b>	<b>\$3,111,069</b>	<b>\$3,111,069</b>
<b>NET OPERATING INCOME (before Depreciation)</b>	<b>\$ 185,378</b>	<b>\$ 290,508</b>	<b>\$ 229,742</b>	<b>\$ 158,544</b>	<b>\$ 100,696</b>	<b>\$ 100,696</b>	<b>\$ 100,696</b>
<b>DEPRECIATION &amp; AMORTIZATION</b>	-	-	-	-	-	-	-
<b>NET OPERATING INCOME (including Depreciation)</b>	<b>\$ 185,378</b>	<b>\$ 290,508</b>	<b>\$ 229,742</b>	<b>\$ 158,544</b>	<b>\$ 100,696</b>	<b>\$ 100,696</b>	<b>\$ 100,696</b>

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### Ki Charter Academy PROJECTED START-UP BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

SUMMARY	
Total Revenue	-
Total Expenses	26,350
Net Operating Income (before Depreciation)	(26,350)

Description of Assumptions and Variances

Start-Up  
Period

REVENUE	
TOTAL STATE REVENUES	\$ -
TOTAL FEDERAL REVENUES	\$ -
TOTAL LOCAL & OTHER REVENUES	\$ -
TOTAL REVENUE	\$ -

Assume 1/1/15-6/30/15

Fundraising, community support, individual contributions, foundations

**EXPENSES**

**ADMINISTRATIVE STAFF PERSONNEL COSTS**

Executive Management	-
Instructional Management	-
Deans, Directors & Coordinators	-
CFO / Director of Finance	-
Operation / Business Manager	-
Administrative Staff	-
Other - Administrative	-

Operations & Compliance Manager Identified and working for free  
Assistant Principals identified and working for free

Finance Manager starting July 2015

Registrars starting August 2015

**TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS** \$ -

**INSTRUCTIONAL PERSONNEL COSTS**

Teachers - Regular	-
Teachers - SPED	-
Substitute Teachers	-
Teaching Assistants	-
Specialty Teachers	-
Aides	-
Therapists & Counselors	-
Other - Instructional	-

**TOTAL INSTRUCTIONAL PERSONNEL COSTS** \$ -

**NON-INSTRUCTIONAL PERSONNEL COSTS**

Nurse	-
Librarian	-
Custodian	-
Security	-
Other - Non-instructional	-

**TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS** \$ -

**TOTAL PERSONNEL EXPENSES** \$ -

**PAYROLL TAXES AND BENEFITS**

Social Security	-
Medicare	-
State Unemployment	-
Worker's Compensation Insurance	-
Custom Other Tax #1	-
Custom Other Tax #2	-
Health Insurance	-
Dental Insurance	-
Vision Insurance	-
Life Insurance	-
Retirement Contribution	-
TRS Employer Care Contribution and Other TRS	-
Health Club Membership	-

**TOTAL PAYROLL TAXES AND BENEFITS** \$ -

**TOTAL PERSONNEL, TAX & BENEFIT EXPENSES** \$ -

**CONTRACTED SERVICES**

Accounting / Audit	2,000
Legal	-
Management Company Fee	-
Nurse Services	-
Food Service / School Lunch	-
Payroll Services	-
Special Ed Services	-
Titlement Services (i.e. Title I)	-
Staff Development	-
Financial and Student Management Software	-

Support prior to hiring Finance Manager lawyer on the KI board

Ki charter Academy

Other  
TOTAL CONTRACTED SERVICES

-
2,000
5

Ki Chester Academy

**SCHOOL OPERATIONS**

Board Expenses	-	
Classroom / Teaching Supplies & Materials	-	Placing on order to be delivered early August 2015
Special Ed Supplies & Materials	-	Placing on order to be delivered early August 2015
Textbooks / Workbooks	-	Placing on order to be delivered early August 2015
Supplies & Materials other	-	Placing on order to be delivered early August 2015
Equipment / Furniture	-	Placing on order to be delivered early August 2015
Telephone	-	Placing on order to be delivered early August 2015
Technology	-	Placing on order to be delivered early August 2015
Student Testing & Assessment	-	
Field Trips	-	
Transportation (student)	-	
Student Services - other	-	
Office Expense	5,000	office supplies
Staff Development	-	
Staff Recruitment	2,000	advertising, travel
Student Recruitment / Marketing	-	
School Meals / Lunch	-	
Travel (Staff)	1,000	job fairs
Fundraising	1,000	materials
PE Equipment	-	Placing on order to be delivered early August 2015
Dues and memberships	250	
Misc Fees, Bank Charges, etc	100	
<b>TOTAL SCHOOL OPERATIONS</b>	<b>\$ 9,350</b>	

**FACILITY OPERATION & MAINTENANCE**

Insurance	-
Janitorial Services	-
Building and Land Rent / Lease	-
Repairs & Maintenance	-
Security Services	-
Utilities	-
Cleaning Supplies	-
other	-
other	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>\$ -</b>

**RESERVES / CONTINGENCY**

	15,000
--	--------

**TOTAL EXPENSES**

	\$ 26,350
--	-----------

**NET OPERATING INCOME (before Depreciation)**

	\$ (26,350)
--	-------------

**DEPRECIATION & AMORTIZATION**

	-
--	---

**NET OPERATING INCOME (including Depreciation)**

	\$ (26,350)
--	-------------

Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment F.4. Budget Narrative

**Budget Narrative**  
**Ki Charter Academy**

**Attachment F.4**

**Budget Narrative**

## **Budget Narrative**

### **Ki Charter Academy**

#### **Years 1-5 (July 1, 2015 – June 30, 2020)**

##### **Enrollment:**

The existing RF rarely falls below 170 students. We have used this low estimate to be conservative. About 70% of these will have an ARD and IEP and therefore eligible for the additional WADA for being enrolled in a Residential Care & Treatment Facility. Approximately 20 students will be enrolled in Career & Technology classes and approximately 5 will be enrolled in Bilingual/ESL programs.

##### **Salaries:**

The Financial Plan Workbook has no place to assume different pay raise percentages year to year for different employee groups. We therefore had to use one percentage for all employees while in practice teachers will be on a Step Scale. In addition to the traditional Step Scale, Ki Charter Academy plans on implementing an aggressive campaign to attract and retain quality teachers by offering substantial pay incentives for those who stay year after year. The scale will always be a fixed % increase over the scale used by San Marcos CISD but will include an additional increase over that scale for individuals based on their years of service with Ki Charter Academy. We were not able to show this specific model utilizing only one percentage for all employee groups, but assumed a larger % increase in year two and decreasing the % increase as we move through to year five assuming that each year some of the original staff would leave and that position's salary would drop back down to the set % over SMCISD.

##### **Payroll Taxes and Benefits:**

- Ki Charter Academy has not budgeted to pay in to Social Security.
- Medicare is 1.45% of total payroll.
- State Unemployment is estimated at 2.7% of the first \$9,000 per year for each employee. Since the template calculates the % inserted on total salaries, we took \$9,000 x 51 employees and determined that % of total payroll each year.
- Worker's Compensation is estimated at a very high 3% of total payroll due to the high risk environment.
- Ki Charter Academy will pay up to \$300 per month per eligible employee for health insurance, \$50 per month per eligible employee for dental insurance, \$5 per month per eligible employee for vision coverage and 100% of a basic life insurance policy. Because the template only allows a % of total payroll to be entered, we used \$300 x 12 months x 51 employees and determined that to be approximately 9% of total payroll for health insurance in year one decreasing each year as the estimated payroll increases since this will be a static expense. Dental insurance is calculated at \$25 x 12 months x 51 employees and determined to be



## Budget Narrative

### Ki Charter Academy

approximately 0.75% of total payroll. Vision at \$5 x 12 months x 51 employees and determined to be approximately 0.15% of total payroll. Life insurance for a basic policy is estimated at approximately 0.10% of total payroll

- Ki Charter Academy will contribute on a matching basis to employees' 403b accounts at a rate based on their years of service with the school, starting at 2% and increasing 2% a year for a max of 10%. We have first year at 1.5% of total payroll since not everyone will participate at the full 2%. Subsequent years two-five are increased at only 1.5% a year assuming that some employees won't stay with the organization from one year to the next. There is no magic formula to estimate this but we hope we have estimated on the high side to show that even with this aggressive incentive to retain staff, Ki Charter Academy is still a viable financial entity.
- TRS is estimated at 0.55% of total salaries for the Reporting Entity charge for TRS Care plus the new charge of 1.5% of total payroll for schools not paying into Social Security starting with September 2015 payroll plus 6.4% of the first 90 days payroll for any employee new TRS.
- Ki Charter Academy will pay for a health club membership for all full time employees. Because the template only allows a % of total payroll to be entered, we used \$25 x 12 months x 51 employees and determined that to be approximately 0.75% of total payroll.

#### Contracted Services:

- Accounting/Audit: Based on charges to existing charter schools, the budget includes a high estimate of \$15,000 for year one recognizing that the year one audit encompasses the time frame from the creation of the charter holder, *ki education foundation*, through the end of the first fiscal year. Subsequent years show a decrease for this expense based on the expectation that it will cost less to audit an established organization.
- Legal: No known expenses, contingency of \$10,000 used to cover any unknown, unexpected issues that may arise. Remains flat year over year. Ki Charter Academy, as a member of the Texas Charter School Association will take advantage of the free legal services provided to the extent they are available.
- Management Company Fee: There is none.
- Nurse Services: Provided by the RF.
- Food services/school lunch: Provided by the RF.
- Payroll Services: The budget includes outsourcing payroll for the first two

## Budget Narrative

### Ki Charter Academy

years as a contingency plan in the event an experienced school finance professional cannot be found. We have used an inflated cost of \$1,500 per month recognizing that the expectation would be for the consultant to handle all aspects of payroll the first year then work to train and transition the process to the Finance Manager during the second year and for this expense to go to \$0 by year three.

- Special Ed Services: Assume one visit weekly at \$500 per day.
- Titlement Services: No revenue budgeted therefore no expenses budgeted.
- Staff development: Estimate external Staff Development Consultants at once per month at \$500 per day.
- Financial and Student Data Management Software: Flat fee per campus and/or student count. \$15,200 per WebSmart proposal.
- Copier Lease: Estimated at \$500 per month and flat year over year.

#### **School Operations:**

- Board Expenses: Small amount put in for training, travel, and conferences.
- Classroom teaching supplies and materials: Assumed mostly consumables here plus some basic smaller non-furniture, non-technology classroom items that last will not have to be replaced every year. Used an amount per regular ed classroom (15 x \$800) as well as an amount per student count. (180 x \$200) Year two is assumed a decrease from this since most on the non-consumables will not have to be replaced.
- Special Ed Supplies and materials: The same assumptions are used here as for the Regular ed classrooms except we assumed a higher expense per classroom for manipulatives and other resources specific to special ed programs (5 rooms x \$1,200) and no per student amount is assumed. In addition, Read 180 (\$80,035 per proposal from them), Math 180 (\$49,704 per proposal from them) and ESPED at an estimated \$8,000 are included in this line. Year two is assumed a small decrease to account for the non-consumable supplies purchased in year one but not as great a decrease as in the Regular Ed materials because the 3 software/curriculum packages are annual charges.
- Textbooks/Workbooks: Not predicted in the current education plan but a minimal 4 workbooks per student per year is factored in to be conservative.
- Supplies and Materials Other: Edmentum \$7,500 and Texas Virtual School Network \$1,200.
- Equipment/Furniture: Teacher desks and chairs (2 per classroom x 20 rooms x \$750), administration desks and chairs (9 x \$750) miscellaneous bookshelves, whiteboards, carts (\$500 per classroom at 20 rooms + \$500 per admin office x 9) telephones (20 classrooms x \$50 + 9 offices x \$50) Line drops by 75% in year two assuming only a minimal number of these

## Budget Narrative

### Ki Charter Academy

items will be replaced year to year.

- Telephone: Monthly telephone service estimated at \$500 per month plus individual cell phone expense for 8 staff members at \$50 per month. Remains flat year over year.
- Technology:
  - PITSCO (\$65,000 per proposal from them)
  - SMART boards (20 classrooms x \$4,000 per board)
  - 2 student computers per classroom (20 rooms x 2 x \$500)
  - Laptop for each teacher/LSSP/Case Worker (23 x \$800)
  - Laptop/monitor/docking station for administration/registrars (9 x \$1,200)
  - Copier/printer (2 x \$6,000)
  - Classroom printers (20 x \$200)
  - Classroom projectors (20 x \$350)

Decrease in year two assuming most will not need to be replaced but PITSCO will require some year to year expense. Flat years three-five.

- Student Testing and Assessment: Star Renaissance Program \$10,000.
- Field Trips: None allowed.
- Transportations: None required.
- Student Services (other): None required.
- Office Expense: Basic consumable office supplies
- Staff Development: Some will be provided by the RF, budgeting for misc supplies, curriculum and tools as needed.
- Staff recruitment: Advertising, job posting, interview panels
- Student recruitment/Marketing: None
- School Meals/Lunch: Provided by RF.
- Travel (Staff): Conferences, training.
- Fundraising: None
- PE Equipment: Most provided by RF, some minimal budget for program specific supplies at the discretion of the PE teachers and Assistant Principals.
- Dues and Memberships: TCSA, other organizations as needed.
- Misc Fees, bank charges, etc.

#### **Facility Operation and Maintenance:**

- Insurance: Property insurance, D&O, general liability.
- Janitorial: Provided by RF.
- Building and Land rent/lease: Provided by RF.
- Repairs and maintenance: mostly provided by RF. Minimal budgeted to cover things school might be responsible for plus equipment maintenance.
- Security Services: Provided by RF.
- Utilities: Provided by RF.

## Budget Narrative

### Ki Charter Academy

- Cleaning Supplies: Some individual office and classroom supplies.

#### **Depreciations and Amortization:**

Took the conservative route and budgeted as if all assets were expensed.

#### **Start-up**

Because Ki Charter Academy is on a 7/1-6/30 fiscal year, the start-up timeframe is 1/1/15-6/30/15.

#### **Salaries:**

No salaries are included in the Start-up budget. Three of the key principals in the generation of this application are planning on staying on as administrative staff and will be the major players, along with the board, in performing all of the duties required from the granting of the charter from the state through to the first of the fiscal year of Year one.

#### **Payroll Taxes and Benefits:**

No salaries means no taxes or benefits.

#### **Contracted Services:**

- A financial consultant will be hired prior to the in May 2015 to assist in the implementation of the financial systems. 2 months at \$1000 per month.
- No legal expenses have been included but the anticipated legal advice needed to review policies, contracts and MOUs will be handled by an attorney who sits on the board of *ki education foundation*.
- Payroll Services will not start until July 2015 and are not therefore included in this budget.
- Staff Development will not begin until August 2015 and is therefore not included in this budget.
- Financial & Student Management Software: Ki will contract for WebSmart software and the payment schedule will be monthly, starting in September 2015.
- All classroom supplies and materials, furniture and equioement: While the research, negotiations, decision making and ordering will happen in this timeframe, all items will be held for shipment until after the beginning of the Year one fiscal year. No budget is needed in this budget.
- Office Supplies will be needed and have been forecasted at \$5,000.
- Staff Recruitment will be taking place in this timeframe so some money will be needed for advertising and paperwork.
- Travel may be needed to travel to staff recruitment events.
- Minimal fundraising materials may be needed.
- Chamber of Commerce dues have been forecast.

## **Budget Narrative**

### **Ki Charter Academy**

- Bank fees have been assumed.

#### **Facility Operations and Maintenance:**

Since the facility is owned and maintained by the RF at no charge to the charter school, no expense had been predicted for the start-up budget.

#### **Reserves/Contingency**

Put in at \$15,000.

#### **Depreciations and Amortization:**

No assets will be purchased during the start-up period.

#### **Commitments of Financial Support**

- a. The key stakeholders in Ki Charter Academy have pledged to continue to support this effort both in time and finances. The current budget forecasts a need for \$62,500 in donations starting in July 2015. \$30,000 is already firmly pledged and there are verbal agreements to cover the balance. A Line of Credit for \$225,000 is expected to be drawn down in August 2015. The loan is forecasted in the cash flow analysis to be paid back at a rate of \$10,000 per month in Year One with the anticipation to take that to \$20,000 per month in Year Two so that the full loan is paid back in 18 month. These figures are expected to be easily met.
- b. There is no expectation to have Revenues come in below anticipated because Ki Charter Academy is operating in an existing environment with years of statistical data showing the enrollment numbers to be consistent with what was used to create these budgets.
- c. The current cash flow plan, as submitted, shows independent support in July 2015 – November 2015. In addition, a line of credit is forecasted to be required in August of 2015. If any of these things does not come to fruition, employees will be put on a September through July pay schedule for Year One, dividing their pay in to 11 equal payments rather than 12. In addition, materials forecasted to be received in August and September can be spread out over the first 6 months of school, therefore pushing the cash requirements out.

Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment G.1. Board Policies

**Attachment G.1**

**Board Policies**

## **Attachment G.1**

## **Board Policies**

Ki Charter Academy and its Board of Directors will work with the Texas Charter School Association (TCSA) to create and implement a comprehensive Board Policies Manual



Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment G.2. Organization Charts

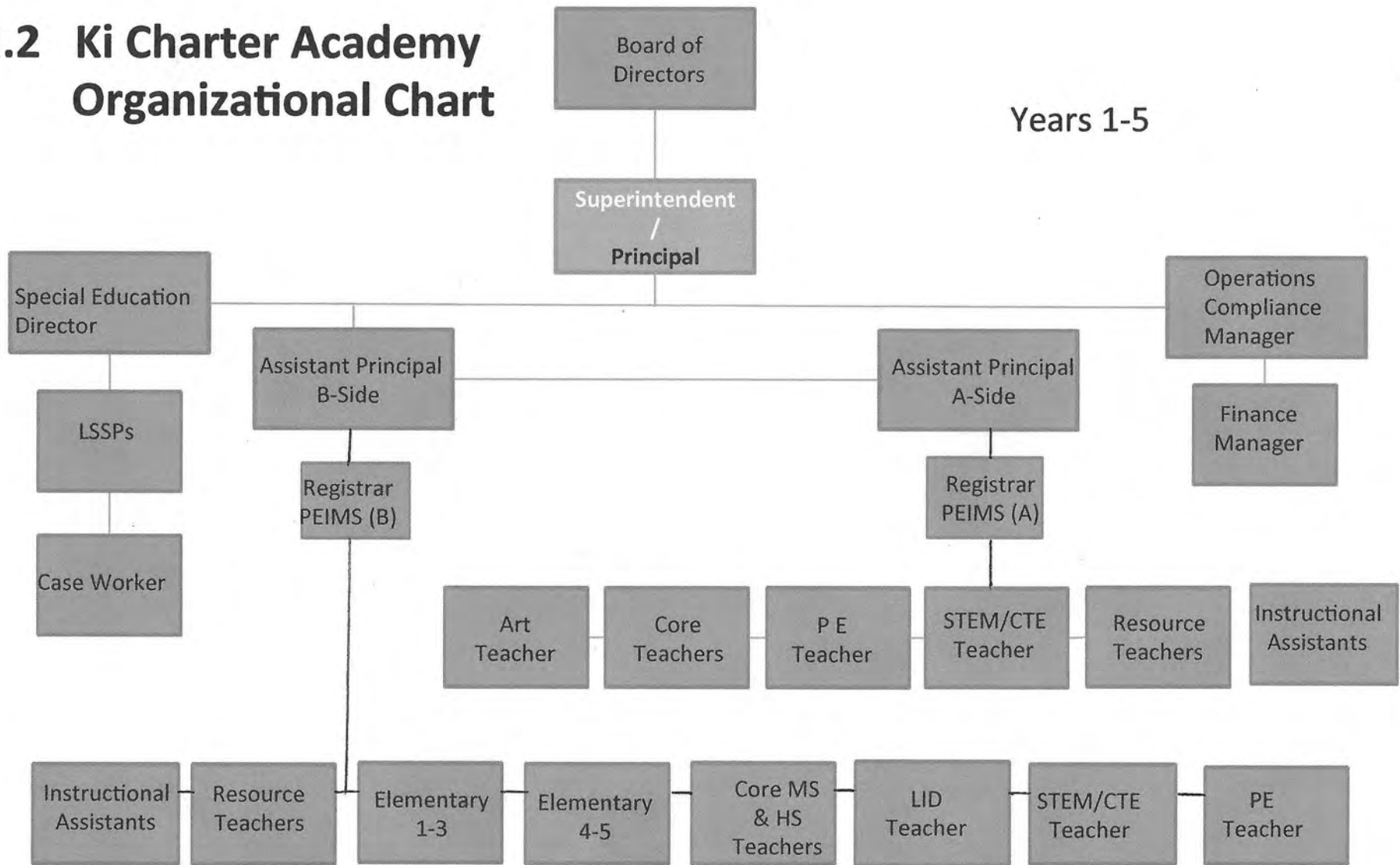
**Attachment G.2**

**Organizational Chart**

Staffing structure for Ki Charter School will remain the same in years 1-5 due to the nature of our atypical school

# G.2 Ki Charter Academy Organizational Chart

Years 1-5



Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment G.3. Ethics and COI Policies

**Attachment G.3**

**Ethics and Conflict of Interest Policy**

- Code of Ethics and Conflict of Interest Policy

### **G.3 Board Proposed Code of Ethics and Conflict of Interest Policy**

There are no existing relationships that could pose actual or perceived conflicts if the application is approved. The Board will avoid any actual conflicts and mitigate perceived conflicts by adhering to Exhibit A of its bylaws. The Boards ethical standards and procedures for identifying and addressing conflicts of interest are outlined here in Exhibit A:

#### **EXHIBIT A**

#### **ETHICS, CONFLICT OF INTEREST AND NEPOTISM POLICY**

This Ethics, Conflict of Interest and Nepotism Policy is adopted by the Board of Directors of the Organization on March 15, 2014.

The Board is committed to maintaining the highest legal and ethical standards in the conduct of the business of the Organization, and to protecting the integrity and reputation of the Organization, the Board and all the employees, volunteers and programs of the Organization. This Policy is intended to supplement but not replace any applicable federal, state or local laws governing conflicts of interest applicable to charter schools and charitable organizations.

#### **I. Ethical Principles**

**A. Personal and Professional Integrity.** Directors and Officers, as well as employees, volunteers, and advisors of the Organization, must conduct themselves in an honest and ethical manner, including the ethical handling of actual or apparent conflicts of interest, as set forth below.

**B. Financial Stewardship.** The Organization manages its funds responsibly and prudently. It oversees the funds entrusted to it consistent with state and federal law and consistent with donor intent to support the purpose and mission of the Organization and the students and community in which it operates. It ensures that all spending practices and policies are reasonable and appropriate and all financial reports are factually accurate and complete in all material respects. As a tax-exempt public charity, the Organization uses and expends its funds in a manner that advances the charitable and educational mission and objectives of the Organization and not the private interests of Directors or Officers.

**C. Public Accountability.** The Organization provides comprehensive and timely information in accordance with applicable state and federal law and is responsive to reasonable requests for information about its activities. Basic informational data about the Organization such as the IRS Form 990, audited financial statements and Annual Financial and Compliance Report shall be made available to the public in accordance with applicable state and federal law.

**D. Accuracy and Retention of Records.** The Organization will create and maintain records that satisfy operational and legal requirements including federal, state and local laws.

**E. Political Activities.** As a 501(c)(3) tax-exempt public charity, the Organization is prohibited from engaging in political activities and its tax-exempt status is in part dependent upon whether it conducts political activities. Anyone serving as a Director, Officer, employee, volunteer, vendor or contractor must not use their relationship with the Organization to promote or oppose candidates or parties or to create the appearance that the Organization endorses or opposes a candidate or party for elected office.

**F. Endorsements and Use of the Organization Name and Affiliation.** The Organization's name, logo, letterhead or other intellectual property may not be used by any person to endorse or gain support for a cause without prior authorization in writing from the Organization Board.

**G. Questions, Concerns or Reports of Violations.** Questions or concerns should be directed to one or more of the following: the Chairman of the Board of Directors or the Chief Executive Officer. If a Director, Officer, employee, volunteer or contractor believes a colleague is violating the obligations or expectations of this Policy, or is otherwise acting in an illegal or unethical manner, it is his/her duty to report it. Doing so is not an act of disloyalty, but of loyalty to the Organization and the principles that it intends to uphold and the type of community it seeks to foster. A report also safeguards the reputation and assets of the Organization, and can safeguard an individual from criminal, civil or disciplinary action for failure to report a crime or ethical lapse.

**H. Staff Obligations.** In addition to this Policy, staff members shall also be obliged to conduct themselves in accordance with, among other things, the employee policies of the Organization.

## **II. Conflicts of Interest**

**A. Statement on State Law.** The Organization and its Officers and Directors shall comply with state law governing conflicts of interest among charter school and charter holder board members and officers, as described in Chapter 12 of the Texas Education Code and 19 T.A.C. §§ 100.1131 - 100.1135, including but not limited to the following:

### **i. Employees Serving on the Board.**

(1) A member of the governing body of a charter holder, a member of the governing body of a charter school, and an officer of a charter school shall comply with Local

Government Code, Chapter 171, in the manner provided by the conflict of interest provisions described in 19 T.A.C. §§100.1131 - 100.1135.

(2) Except as otherwise provided by law, a person who receives “compensation or remuneration” (as defined by law) from a nonprofit corporation holding an open-enrollment charter may not serve on the governing body of the charter holder.

a. If each charter school operated by a charter holder has received a satisfactory rating, as defined by applicable law, for at least two of the preceding three school years, then charter school employees may serve on the governing body of the charter holder as described below and as provided by law.

b. If a charter holder has operated at least one charter school which reported attendance that occurred prior to September 2, 2001, but no charter school operated by the charter holder has received a sufficient number of substantive ratings to determine whether it has received a satisfactory rating for at least two of the preceding three school years, then charter school employees may serve on the governing body of the charter holder as provided by law.

c. An employee of a charter school may serve as a member of the governing body of the charter holder if: (i) only employees of the charter school, and not employees of the charter holder, serve on the governing body of the charter holder; (ii) the only compensation or remuneration received by the board member is salary, bonuses, benefits, or other compensation received pursuant to the employment relationship with the charter school; (iii) charter school employees do not constitute a quorum of the governing body or any committee of the governing body; and (iv) all charter school employees serving on the governing body comply with all applicable conflict of interest provisions required by law.

**ii. Conflicts Requiring an Affidavit and Abstention from Voting.** The following circumstances shall be deemed a Conflict of Interest (as defined below) and the Director or Officer shall, in addition to the procedures set forth in Section C, take action as described below:

(1) If a Director or Officer has a substantial interest in a business entity or in real property, the official shall file, before a vote, decision, or other action on any matter involving the business entity or the real property, an affidavit stating the nature and extent of the interest (Exhibit A-2, attached) and shall abstain from further participation in the matter if:

(a) In the case of a substantial interest in a business entity, the vote, decision, or other action on the matter will have a special economic effect on the business entity that is distinguishable from the effect on the public; or



(b) In the case of a substantial interest in real property, it is reasonably foreseeable that a vote, decision, or other action on the matter will have a special economic effect on the value of the property, distinguishable from its effect on the public.

(2) The affidavit described above (Exhibit A-2) must be filed with the official record keeper of the charter holder. For the Organization, the affidavit should be filed with the Superintendent/CEO.

(3) If a Director or Officer is required to file and does file an affidavit as required above, the Director or Officer is not required to abstain from further participation in the matter requiring the affidavit if:

(a) The Director or Officer is a member of the governing body of the charter holder or the charter school, and

(b) A majority of the members of the governing body of which the Director or Officer is a member is composed of persons who are likewise required to file and who do file affidavits of similar interests on the same official action.

**iii. Separate Vote on Budget Item.** The Board of Directors shall take a separate vote on any budget item specifically dedicated to a contract with a business entity in which a member of the governing body of the charter holder has a substantial interest. Abstention is required except as provided above and in 19 T.A.C. § 100.1133(c), otherwise the affected Director may not participate in that separate vote. The affected Director may vote on a final budget if: (a) the affected Director has complied with this chapter; and (b) the matter in which the affected Director is concerned has been resolved.

**iv. Conflict Disclosure Statement.** For purposes of Local Government Code chapter 176, a local government officer includes the Organization's Superintendent/CEO and Directors of the Board. The law proscribes that local government officers shall file the required conflicts disclosure statement (Exhibit B, attached), as adopted by the Texas Ethics Commission, with respect to an applicable vendor if the vendor enters into a contract with the Organization or if the Organization is considering entering into a contract with the vendor; and the vendor:

(1) Has an employment or other business relationship with the local government officer or a family member of the officer that results in the officer or family member receiving taxable income, other than investment income, that exceeds \$2,500 during the 12-month period preceding the date that the officer becomes aware that a contract has been executed or the Organization is considering entering into a contract with the person; or

(2) Has given to the local government officer or a family member of the officer one or more gifts that have an aggregate value of more than \$250 in the 12-month period preceding the date the officer becomes aware that such a contract has been executed or the Organization is considering entering into a contract with the vendor.

A local government officer is not required to file a conflicts disclosure statement in relation to a gift accepted by the officer or a family member of the officer if the gift is:

- Given by a family member of the person accepting the gift;
- A political contribution as defined by Title 15, Election Code; or
- Food, lodging, transportation, or entertainment accepted as a guest.

A local government officer shall file the conflicts disclosure statement (Exhibit B) with the records administrator (Superintendent/CEO or designee) of the Organization not later than 5:00 p.m. on the seventh business day after the date on which the officer becomes aware of the facts that require the filing of the statement.

A local government officer commits a Class C misdemeanor if the officer knowingly violates this law. It is an exception to the application of the penalty that the local government officer filed the required conflicts disclosure statement not later than the seventh business day after receiving notice from the Organization of the alleged violation.

The Organization must also provide access on its website to the conflicts disclosure statements and questionnaires (from vendors) required to be filed with the records administrator.

**B. Statement on Federal Law.** In addition to state laws described herein, the Organization and its Officers and Directors shall comply with the federal regulations regarding private benefit and excess benefit transactions as described in Section §4958 of the Internal Revenue Code and 26 CFR 53.4958 (the “federal tax rules”) when it is contemplating entering into a transaction or arrangement that might benefit the private interest of a Director or Officer or other individual deemed to be a disqualified person under the federal tax rules. A “disqualified person” includes Directors and Officers and any person who is in a position to exercise substantial influence over the affairs of the organization. A “disqualified person” includes Family (as defined below) of the disqualified person. For compliance purpose, where state and federal regulations concerning conflicts of interest vary, the Organization and its Officer and Directors shall comply with the most restrictive requirement.

**i. Interested Person.** Any Director or Officer, employee, or member of a committee with powers delegated by the Board who has a direct or indirect Interest, as defined below, is an “Interested Person.”

(1) A person has an "Interest" if the person has, directly or indirectly, through business, investment, or Family:

- (a) an ownership or investment interest, directly or indirectly, in any entity with which the Organization has a transaction or arrangement,
- (b) a compensation arrangement with the Organization or with any entity or individual with which the School has a transaction or arrangement, or
- (c) a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the School is negotiating a transaction or arrangement.

(2) "Compensation" is defined to include direct and indirect remuneration as well as gifts or favors that are not insubstantial.

(3) A person has an "Interest" if the person has a substantial interest in a business entity or a substantial interest in real property as described in Section II.A(ii) above.

**ii. Interested Person with Conflict of Interest.** An Interested Person shall have a Conflict of Interest (as defined below) only if the Board or the appropriate committee determines that a Conflict of Interest exists in accordance with the procedures set forth below.

### **C. Conflict of Interest Procedures**

**i. Duty of Prior Disclosure.** In connection with any actual or potential conflict of interest, an Interested Person shall disclose the existence of the Interest in writing to the Board as soon as he or she has knowledge of it and the Board shall give such Interested Person the opportunity to disclose all material facts related thereto to the Board or designated committee considering the proposed transaction or arrangement. Such written disclosure shall be made part of and set forth in the Board minutes. In any event, the disclosure of any actual or potential conflict of interest by an Interested Person should occur prior to any consideration of the proposed transaction by the Board.

**(1) Transaction Not Subject to Board Action.** An Interested Person with any actual or potential conflict of interest with respect to a transaction or arrangement that is not the subject of Board action shall disclose to the Chief Executive Officer/Superintendent or designee. Such disclosure shall be made as soon as the Interest is known to the Interested Person.

**(2) Untimely Disclosure.** If an Interested Person fails to disclose the Interest before the Board acts on a transaction as to which a Director has an Interest, then the Interested Person shall promptly submit a written statement to the Board setting forth all material facts regarding the Interest, along with an explanation concerning the untimely nature of the notice.

**(3) Failure to Disclose.** If the Board has reasonable cause to believe that an Interested Person failed to disclose an Interest, the Board shall inform the Interested Person of the basis for such belief and afford the Interested Person an opportunity to explain the alleged failure to disclose. After hearing the Interested Person's explanation and conducting such investigation as may be warranted under the circumstances, the Board may determine that the Interested Person failed to disclose an actual Conflict of Interest. In such event, the Board shall vote on the appropriate corrective action.

**ii. Determining Whether a Conflict of Interest Exists.** After disclosure of the Interest and all material facts related thereto, the Interested Person shall leave the meeting of the Board or designated committee while a determination is made by disinterested Directors as to whether a conflict of interest ("Conflict of Interest") exists. No Director shall vote on any matter in which he or she has a Conflict of Interest.

**iii. Vote by Disinterested Directors**

**(1) Nonparticipation of Directors with Conflict.** A Director who has a Conflict of Interest shall neither vote nor participate in, nor be permitted to hear the Board's discussion of the matter, except to disclose material facts and to respond to questions. Such Director shall not attempt to exert his or her influence with respect to the matter, either before, during or outside of the Board meeting.

**(2) Action by Disinterested Directors.** If the Board concludes that a Conflict of Interest exists, the Board shall determine by voting whether the transaction should be authorized, approved or ratified. The vote shall be conducted as follows:

(a) Except as otherwise permitted by law, Directors with a Conflict of Interest shall leave the room in which the meeting is conducted.

(b) Except as otherwise allowed by law and as set forth in Section A(ii)(3), a majority of the disinterested Directors, without regard to any quorum requirement, must vote affirmatively for the transaction to be authorized, approved or ratified. However, a transaction cannot be authorized, approved or ratified by a single Director.

**(3) Vote Not Disallowed by Presence of Directors with a Conflict.** The presence of, or a vote cast by, a Director with a Conflict of Interest in a transaction does not affect the validity of a vote regarding the transaction if the transaction is otherwise authorized, approved or ratified as prescribed herein.

**(4) Circumstances in which Comparability Data is Necessary.** If the transaction involves compensation for services of a Director, an Officer, or other individual deemed to be a disqualified person (as defined above) under the federal tax rules, or if the transaction involves the transfer of property or other benefit to a Director, Officer, or other

individual deemed to be a disqualified person under the federal tax rules, the disinterested Directors or committee must determine that the value of the economic benefit provided by the Organization to the Interested Person or persons does not exceed the value of the consideration received in exchange by obtaining and reviewing appropriate comparable data ("Comparability Data").

(a) When considering the comparability of compensation for example, the relevant data which the Board or committee may consider includes, but is not limited to, the following: (1) compensation levels paid by similarly situated schools; (2) the availability of similar services within the same geographic area; (3) current compensation surveys compiled by independent firms; and (4) written offers from similar institutions competing for the same person's services. When the transaction involves the transfer of real property as compensation, the relevant factors include, but are not limited to, (1) current independent appraisals of the property and (2) offers received in a competitive bidding process.

(b) Based on the Comparability Data, the Board or committee shall determine by a majority vote of the disinterested Directors or committee members whether the transaction or arrangement is fair and reasonable to the Organization. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

(c) If such transaction or arrangement is approved by the Board or committee, the Comparability Data and the approval shall be made part of the Board minutes in accordance with Section (iv) below.

**iv. Documentation.** The Board Secretary shall keep accurate minutes reporting:

**(1) Interest Disclosed; Determination of Conflict of Interest.** That the Interested Person(s) disclosed the Interest and the Board determined whether a Conflict of Interest exists. The minutes should include:

(a) The name(s) of the person(s) who disclosed or otherwise were found to have an Interest in connection with an actual or possible conflict of interest, the nature of the Interest, any action taken to determine whether a Conflict of Interest was present, and the Board's or committee's decision as to whether a Conflict of Interest in fact existed.

(b) The names of the persons who were present for discussions and votes relating to the Conflict of Interest, the content of the discussion including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

**(2) Nonparticipation of Directors with Conflict.** That the Director or Directors with an Interest or a Conflict of Interest left the room and did not participate in the determination of whether a Conflict of Interest exists or the vote regarding the transaction or arrangement;

**(3) Comparability Data.** The Comparability Data considered and relied upon by the Board in its consideration of the transaction or arrangement; and

**(4) Vote of Disinterested Directors.** That the remaining disinterested Directors reviewed the Transaction and voted upon it, and the result of their vote.

**D. Compensation.** A Director who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that Director's compensation.

i. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

ii. No voting member of the Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

iii. Except with respect to Board decisions regarding a bona fide class or category of employees pursuant to Local Government Code 573.062(b), a voting member of the Board or any committee whose jurisdiction includes compensation matters is precluded from voting on personnel matters (including matters related to compensation) concerning a person related within the third degree by consanguinity or within the second degree by affinity (as defined below and as specified by Section 573.002 of the Local Government Code).

**E. Definitions.** The following terms shall have the following meaning:

i. **Director or Officer.** A member of the governing body of a charter holder, a member of the governing body of a charter school, or an officer of a charter school. An officer means a person charged with the duties of, or acting as, a chief executive officer, a central administration officer, a campus administration officer, or a business manager, regardless of whether the person is an employee or contractor of a charter holder, charter school, management company, or any other person; or a volunteer working under the direction of a charter holder, charter school, or management company. A charter holder employee or independent contractor engaged solely in non-charter activities for the charter holder is not an "officer of a charter school." 19 TAC 100.1.011(16).

ii. **Business entity.** A sole proprietorship, partnership, firm, corporation, holding company, joint-stock company, receivership, trust, agency, political subdivision, or any other entity recognized by law.

**iii. Substantial interest in business entity.** A person has a substantial interest in a business entity if: (1) the person owns 10% or more of the voting stock or shares of the business entity or owns either 10% or more or \$15,000 or more of the fair market value of the business entity; or (2) funds received by the person from the business entity exceed 10% of the person's gross income for the previous year.

**iv. Substantial interest in real estate.** A person has a substantial interest in real estate if the interest is an equitable or legal ownership with a fair market value of \$2,500 or more.

**v. Substantial interest through a relative or family member.** A Director or Officer is considered to have a substantial interest under this section if a person related to the Director or Officer within the third degree by consanguinity or the second degree by affinity, (as defined below) has a substantial interest under this section.

**vi. Family.** Family means a disqualified person's spouse, siblings, spouses of siblings, ancestors, children, grandchildren, great grandchildren, and spouses of children, grandchildren, and great grandchildren.

### **III. Nepotism**

**A. Nepotism Generally Prohibited.** The Organization is subject to a prohibition, restriction, or requirement, as applicable, imposed by state law or by a rule adopted under state law, relating to nepotism under Chapter 573, Government Code. A Director or other public official of the Organization (as defined by 11.1513(f) of the Texas Education Code and hereinafter for the purposes of this Article III, "Public Officer") may not hire, select, appoint, confirm the appointment of, or vote for the hiring, selection, appointment, or confirmation of an individual that is to be directly or indirectly compensated from public funds or fees of office, if:

- i. The person is related to the Director or Public Officer by consanguinity (blood) within the third degree or by affinity (marriage) within the second degree (as defined below); or
- ii. The Director or Public Officer holds the appointment or confirmation authority as a member of a local board and the person is related to another member of the board by blood or marriage within a prohibited degree. *Local Gov't Code 573.002, 573.041*

**B. Superintendent/CEO as Public Officer.** If the Board delegates to the Superintendent/CEO of the Organization the final authority to select personnel of the charter school, the Superintendent/CEO is a public official for purposes of Chapter 573, Government Code, only with respect to a decision made under that delegation of authority. Regardless of any such delegation by the Board, each director remains subject to the nepotism prohibitions of Chapter 573, Government Code with respect to all charter school employees.

**C. Quorum.** Persons related to one another within the third degree by consanguinity or within the second degree by affinity (as defined below) shall not constitute a quorum of the governing body or any committee of the governing body of the charter holder or charter school.

**D. Independent Contractors.** The nepotism law governs the hiring of an individual, whether the individual is hired as an employee or as an independent contractor.

**E. Payment to Prohibited Person.** A Director or Public Officer may not approve an account or draw or authorize the drawing of a warrant or order to pay the compensation of an ineligible person if the Director or Officer knows the person is ineligible. *Local Gov't Code 573.083*; 19 T.A.C. § 100.1116.

**F. Relation by Consanguinity.** Two persons are related to each other by consanguinity (blood) if one is a descendant of the other or if they share a common ancestor. An adopted child is considered to be a child of the adoptive parents for this purpose. *Local Gov't Code 573.022*.

**G. Third Degree of Consanguinity.** An individual's relatives within the third degree by consanguinity are the individual's:

- i. Parent or child (first degree);
- ii. Brother, sister, grandparent, or grandchild (second degree); and
- iii. Great-grandparent, great-grandchild, aunt or uncle (who is sibling of a parent of the person), nephew or niece (who is a child of a brother or sister of the person) (third degree). *Local Gov't Code 573.023*.

**Note:** There is no distinction under the nepotism statute between half-blood and full-blood relations. Thus, half-blood relationships fall within the same degree as those of the full blood.

**H. Relation by Affinity.** Two persons are related to each other by affinity (marriage) if they are married to each other or if the spouse of one of the persons is related by consanguinity to the other person. The ending of a marriage by divorce or the death of a spouse ends relationships by affinity created by that marriage unless a child of the marriage is living, in which case the marriage is considered to continue as long as a child of that marriage lives. This provision applies to a Board member or Officer only until the youngest child of the marriage reaches the age of 21 years. *Local Gov't Code 573.024*.

**I. First Degree of Affinity.** A husband and wife are related to each other in the first degree by affinity. For other relationships, the degree of affinity is the same as the degree of the underlying relationship by consanguinity. For example, if two persons are



related to each other in the second degree by consanguinity, the spouse of one of the persons is related to the other person in the second degree by affinity.

**J. Second Degree of Affinity.** A person's relatives within the second degree by affinity are:

- i. The person's spouse;
- ii. Anyone related by consanguinity to the person's spouse within the first or second degree; and
- iii. The spouse of anyone related to the person by consanguinity within the first or second degree. *Local Gov't Code 573.025.*

**K. Existing Employees/Continuous Employment.** The nepotism prohibitions do not apply to the appointment of a person to a position if the person is employed in the position immediately before the election or appointment of the Director or Public Officer to whom the person is related in a prohibited degree and that prior employment is continuous for at least:

- i. Thirty days, if the Director or Public Officer is appointed; or
- ii. Six months, if the Director or Public Officer is elected. *Local Gov't Code 573.062(a).*

**L. Retired Teachers.** A teacher who has retired from a full-time, certified teacher position has broken his or her employment with the Organization and does not qualify for the continuous-employment exception to the nepotism laws. *Atty. Gen. Op. JC-442 (2001).*

**M. Continuous Employment Exception.** For purposes of calculating the appropriate date for the applicability of the continuous-employment exception, a superintendent with final authority to select personnel is an appointed Director or Public Officer. *Atty. Gen. Op. GA-177 (2004).* If an employee continues in a position under this exception, the Director or Public Officer to whom the employee is related in a prohibited degree may not participate in any deliberation or voting on the appointment, reappointment, employment, reemployment, change in status, compensation, or dismissal of the employee, if the action applies only to the employee and is not taken regarding a bona fide class or category of employees. *Local Gov't Code 573.062(b).* A "change in status" includes a reassignment within an organization, whether or not a change in salary level accompanies the reassignment. *Atty. Gen. Op. JC-193 (2000).* For an action to be "taken with respect to a bona fide category of employees," the officeholder's action must be based on objective criteria, which do not allow for the preference or discretion of the officeholder. *Atty. Gen. Op. DM-46 (1991).* The nepotism prohibitions do not apply to appointment or employment of a substitute teacher. *Local Gov't Code 573.061.*

**N. Trading Prohibited.** A Director or Public Officer may not hire, select, appoint, confirm the appointment of, or vote for the hiring, selection, appointment, or confirmation of an individual to a charter position in which the individual's services are under the Director or Public Officer's direction or control if:

- i. The person is related to another Director or Public Officer within the prohibited degree; and
- ii. The appointment would be carried out in whole or in partial consideration for the other Director or Public Officer's hiring, selecting, appointing, confirming, or voting for an individual who is related to the first Director or Officer within a prohibited degree. *Local Gov't Code 573.044.*

**O. Nepotism Exceptions.** The nepotism exceptions described in 19 T.A.C. § 100.1115 also apply. Notwithstanding an exception, a Director or Public Officer related in a prohibited degree may not participate in any deliberation or voting on the appointment, reappointment, or confirmation of same, employment, reemployment, change in status, compensation, or dismissal of an individual, unless the action is taken regarding a bona fide class or category of employees.

**P. Enforcement of Nepotism Prohibitions.** In accordance with state law, a Director or Public Officer who violates the nepotism regulations shall be removed from office by the Board of Directors of the Organization. A failure to thus remove is a material charter violation.

- i. Removal must be in accordance with the Articles and Bylaws of the Organization and in accordance with the terms of the charter and other state and federal law.
- ii. A Director or Public Officer violating the nepotism laws may also be removed by the Attorney General and may be subject to criminal and other penalties.

#### **IV. Confidentiality**

**A. No Improper Disclosure.** A Director and Officer shall exercise care not to disclose Confidential Information. Confidential Information is information deemed confidential by law, and any information not generally known or publicly available or that the Organization maintains as confidential, proprietary, restricted, or otherwise as not to be disclosed generally and any information that the Board or the Organization otherwise determines or deems as Confidential Information.

**B. No Use of Information for Personal Benefit.** A Director shall not use the

Organization property, Confidential Information or the status of his or her position to solicit business for others or in any other manner obtain a private financial, social or political benefit.

#### V. Disclosure and Annual Statement of Compliance

**A. Annual Statement of Disclosure and Compliance.** Each Director and Officer shall annually complete the Annual Statement of Disclosure and Compliance (Exhibit A-1). The Board shall treat completed Annual Statements of Disclosure and Compliance as Confidential Information to the extent permitted by law.

**B. Periodic Review.** To ensure that the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects: (a) whether compensation arrangements and benefits are reasonable based on competent survey information, and are the result of arm's length bargaining; (b) whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Source:

*NOLO, 10<sup>th</sup> edition*

*How to Form a Nonprofit Corporation/By Anthony Mancuso*

*Copyright 1990-2011*

*Taken from ki education foundations bylaws*

Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment O.1. Calendar and Schedule

- A-Side Schedule
- B-Side Schedule
- School Calendar (2015-2016) Version 1
- School Calendar (2015-2016) Version 2

O.1 Schedule

Ki Charter Academy @ San Marcos Campus  
Sample Daily Schedule

A-Side (Males grades 6 - 12)  
Behavioral Units

Period		New Heights	Gateway Mideast	Gateway Midwest	Gateway Fareast	Gateway Farwest	New Horizons 2	New Horizons 3
1	8:00-8:50	Math	ELA	Elective	PE	STEM/CTE	SS	Science
2	8:53-9:43	Science	Math	ELA	Elective	PE	STEM/CTE	SS
3	9:46-10:36	SS	Science	Math	ELA	Elective	Elective	STEM/CTE
4	10:39-11:29	Resource	SS	Science	Math	ELA	PE	Elective
	11:32-12:02	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
	12:05-1:21	Treatment	Treatment	Treatment	Treatment	Treatment	Treatment	Treatment
5	1:24-2:14	PE	STEM/CTE	SS	Science	Math	ELA	Elective
6	2:17-3:07	Elective	PE	STEM/CTE	SS	Science	Math	ELA
7	3:10-4:00	ELA	Elective	PE	STEM/CTE	SS	Science	Math

\*\* Classes will be multi-aged and multigrade, based on the RF's groupings; disability, cognitive disability, and diagnosis.

**O.1 Schedule**

**Ki Charter Academy @ San Marcos Campus  
Sample Daily Schedule**

**B-Side (Boys and Girls Grades 1 - 5) and (Females 6 - 12)  
Behavioral Units**

**Boys and Girls Grades 1 - 5**

Period		Spring Hill	Spring Hill
		East	West
1	8:00-8:50	Elem Classes	Elem Classes
2	8:53-9:43	Elem Classes	Elem Classes
3	9:46-10:36	Elem Classes	Elem Classes
4	10:39-11:29	Elem Classes	Elem Classes
	11:32-12:02	Lunch	Lunch
	12:05-1:21	Treatment	Treatment
5	1:24-2:14	Elem Classes	Elem Classes
6	2:17-3:07	Elem Classes	Elem Classes
7	3:10-4:00	Elem Classes	Elem Classes

**Females grades 6 - 12**

Spring Hill	New	Clearview	Clearview
2	Horizons 1	Down	Up
Math	ELA	Elective	PE
Science	Math	ELA	Elective
SS	Science	Math	ELA
STEM/CTE	SS	Science	Math
Lunch	Lunch	Lunch	Lunch
Treatment	Treatment	Treatment	Treatment
PE	STEM/CTE	SS	Science
Elective	PE	STEM/CTE	SS
ELA	Elective	PE	STEM/CTE

\*\* Grades 1 - 5 = Spring Hill East, Spring Hill West

\*\* Girls 6 - 12 = New Horizons 1, Spring Hill 2, Clearview Down, Clearview Up

\*\* Grades 1 - 5 grades will have two dedicated classrooms and will not rotate.

O.1

**School Calendar  
(2015-2016)  
Ki Charter Academy**

<b>August</b>	
13, 14 AUG	New Teacher Orientation
17-21 AUG	In Service Training
24 AUG	First Day of School for Students

<b>September</b>	
7 SEP	Closed, Holiday (Labor Day)

<b>October</b>	
23 OCT	PD/Student Half-Day

<b>November</b>	
23-27 NOV	Closed, Holiday (Thanksgiving)

21-31 DEC	Closed, Holiday (Christmas Break)

June 6-30      Summer School  
 July 1, 5-15      Summer School

<b>January</b>	
1 JAN	Closed, Holiday (New Years)
18 JAN	Closed, Holiday (Martin Luther King Jr.)

<b>February</b>	
26 FEB	PD/Student Half-Day

<b>March</b>	
14-18 MAR	Closed, Spring Break
25, 28 MAR	Closed, Holiday (Good Friday)
28 MAR	Note - Inclement weather make up day

<b>April</b>	
29 APR	PD/Student Half-Day

<b>May</b>	
30 MAY	Closed, Holiday (Memorial Day)
30 MAY	Note - Inclement weather make up day

<b>June</b>	
3 JUN	Last Day of Regular School Year
3 JUN	PD/Student Half-Day



O.1 Calendar

Ki Charter Academy 2015 -2016  
San Marcos Campus

Tentative

August 2015

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2015

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2015

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2015

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2015

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2016

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2016

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

March 2016

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28*	29	30	31		

April 2016

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

**O.1 Calendar**

**Ki Charter Academy 2015 -2016  
San Marcos Treatment Center**

**Tentative**

**May 2016**

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30*	31				

**June 2016**

S	M	T	W	T	F	S
			1	2	3}]	4
5	(6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

**July 2017**

S	M	T	W	T	F	S
					1	2
					8	9
3	4	5	6	7	8	16
10	11	12	13	14	15	23
17	18)	19	20	21	22	30
24	25	26	27	28	29	
31						

**Calendar Legend**

	New Members Orientation	13-14 Aug
	In-Service	16-20 Aug

First Last day of school      24Aug, 3Jun      180 Days

	Student 1/2 day, Staff & Faculty PD -	23 Oct, 26 Feb, 29 Apr, 3 Jun
	Inclement Weather Make up Days	28 Mar, 30 May,

[	Semester	1st 24Aug- 15Jan	89 Days
		2nd 19Jan- 2Jun	88 Days
{	9 Weeks grading period		
()	Summer Session	2Jun-15Jul	30 Days

Teacher Days - 187

Holidays	
Labor Day	7 SEP
Thanksgiving	26NOV
Christmas	25DEC
Martin Luther King	18JAN
Spring Break	14-18MAR
Good Friday	25, 28 MAR
Memorial Day	30MAY
Independence Day	4JUL

Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment O.2. Admission and Enrollment



Ki Charter Academy will accept students that both reside within the boundaries of the San Marcos Consolidated Independent School District (SMCISD) as well as adolescents who are admitted into the RF. This poses a unique situation where there may be two types student populations attending our school. In the 74 years of the RFs existence a parent in the SMCISD has never requested that a son or daughter be educated in this environment. Despite this fact, we are prepared to educate both populations in the event that it does happen. To do this we will accept students that reside within the SMCISD geographical boundary on a "first come, first serve" bases until we have reached our proposed maximum capacity of 220, at which time we will implement a lottery system for the wait list.

Applicants shall not be discriminated in any way because of gender, race, religion, national origin, creed, ethnicity or physical, mental, emotional or learning disability.

**Admissions:** Students admitted to the RF will have the opportunity to enroll with Ki Charter Academy. We will serve adolescents in grades 1-12 who have not received a high school diploma or a General Education Diploma (G.E.D.). A minor student (under 18 years of age) can be officially admitted to Ki Charter Academy and within 30 days must provide appropriate registration forms completed and signed by the parent/guardian. Students who are 18 years of age and older may complete and sign these forms themselves.

**The following item(s) are required for registration:**

- Parent, legal guardian or adult student must register the student.

**The following item(s) are required within 30 days of registration:**

- For those students that are not residing at the RF, proof of residency in the SMCISD geographical boundary must be obtained, such as a current utility bill, or current apartment or house lease/contract
- Official birth certificate, military identification, social security card or passport or other documents that establishes identity
- Immunization records (shot record must be current)
- Latest transcripts and withdrawal form from previous school if available

- San Marcos Treatment Center Behavior Enhancement Policy description
- Code of Conduct/Discipline (created with the Texas Charter School Association)

Ki Charter Academy is in the unique position of serving RF students whose discipline is subject to mental health and treatment facility operating procedures. We will collaborate and work with the RF to maintain consistent disciplinary procedures. RF employees are onsite 24/7 to handle all conduct and discipline related issues. All serious disciplinary infractions that happen at the charter school, to include destroying property, and harming self or others will be immediately reported to the RF by school administration. Disciplinary infractions will be entered into the Public Education Information Management System (PEIMS) as required by Texas Education Agency's data standards.

The student code of conduct, below, will outline all terms of expulsion.

The RF has a discipline policy that was created by their senior medical and administrative teams. Ki Charter Academy with the help of the Texas Charter School Association (TCSA) has its own code of conduct but will also use the facility's BEP for consistency.

The following explains the San Marcos Treatment Centers Behavior Enhancement program (BEP).

### **SMTC Behavior Enhancement**

Prior to admission, many boys and girls experience behavioral problems at home, school or in the community. Often, these problems cross over to other areas and involve conflict with parents, siblings, teachers, classmates, friends and neighbors. We address problematic behaviors while simultaneously focusing on a child's clinical and educational needs.

In order to experience success, we teach and encourage our patients to learn to self-regulate and self-manage their own behaviors. This practice is in preparation for life in the home community, also known as the "real world." Part of the process involves learning to replace old behaviors with new, more healthy and effective ways of functioning within the family, neighborhood, school and other areas of life.

One of the ways we teach boys and girls to do this is through the utilization of our Behavior Enhancement System. This is an important piece of the treatment milieu and life on campus. It is based on the notion that positive reinforcement can be used to teach, increase and maintain adaptive behaviors. Negative behaviors will decrease when positive behaviors are reinforced and supported.

We provide consistent and understandable rewards and privileges and consequences as a mechanism through which children and adolescents can develop personal control and accept responsibility for their own behavior.

This system provides ongoing opportunities for our patients to practice new pro-social behaviors, receive corrective feedback, make adjustments to their behavior and practice new

skills again. This feedback loop for enhancement of learning is repeated throughout the course of treatment.

Our staff creates a therapeutic and supportive environment using guidelines and interventions to address numerous patient behaviors. Progress and treatment interventions are evaluated ongoing and reliable behavioral data is recorded and included in the Master Treatment Plan and subsequent monthly updates.

We focus initially on learning appropriate basic skills and following simple to moderately complex instructions. As patients progress to higher program levels within the Behavior Enhancement System, they gain additional privileges, begin to refine basic skills and experience more productive and responsible responses to their social and academic actions. Ultimately, patients acquire the tools necessary to resolve emotional conflicts and cope with interpersonal interactions.

**Other areas of importance include:**

- strengthening basic social skills
- increasing task completion without distraction or disruption
- beginning to recognize cause and effect relationships with regard to feelings and behavior

Source: <http://sanmarcostc.com/programs-services/behavior-enhancement/>  
San Marcos Treatment Center, 120 Bert Brown Rd San Marcos Texas 78666



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Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment O.4. Personnel Policies



Ki Charter Academy will work with the board and all stakeholders to develop its personnel policies. Working in the RF environment has unique challenges that and can produce high amounts of stress and potentially create a profound employee turn-over rate. These challenges include both physical harm, as well as verbal and emotional abuse. As an organization we are mindful that taking care of our employees is of the utmost importance. We will nurture this caring environment by empowering our employees to have a voice in the formation of the personnel policy.

The creation of this personnel policy will be outlined in Personnel policy 0.9

Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment O.5. Leadership Evaluation



Ki Charter Academy is a member of the Texas Charter School Association (TCSA). The Board will develop the evaluation tool with the assistance of the Association once the charter is approved. This will ensure the development of a comprehensive evaluation tool. When the Texas Education Agency (TEA) releases their new administrative evaluation tool, the Board will review and make recommendations, if any, to its own leadership evaluation tool.

The timeline reflecting scheduled creation of the Leadership Evaluation Tool is included in attachment 0.9

Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment O.6. Teacher Evaluation





Ki Charter Academy will follow Professional Development and Appraisal System (PDAS) to appraise its teachers and identify areas that would benefit from staff development.

We will require all teachers and administrators to receive orientation and training. In addition each teacher and administrator will be given a PDAS Teacher Manual for support

Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment O.7. Supplemental HR Forms

**Attachment O.7**

**Supplemental HR Forms**

CEO/Superintendent  
Operations/Compliance Manager  
Finance Manager  
Special Education Director  
LSSP  
Case Worker  
Principal  
Assistant Principal  
Registrar/PEIMS  
Core Teacher  
CTE/STEM Teacher  
Art Teacher  
PE Teacher  
Resource Teacher  
Teacher Low Incidence  
Elementary Teacher 1-3  
Elementary Teacher 4-5  
Instructional Assistants

**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

**ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.**

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:  Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

**Minimum Qualifications Required:**

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Luling ISD	028903	Luling	1414	84,956.00
Prairie Lea ISD	028906	Prairie Lea	211	90,810.00
San Marcos ISD	105902	San Marcos	7534	188,638.00

**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

**ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.**

Enter the name of the sponsoring entity:

ki education foundation

Enter the name of the proposed charter school:

Ki Charter Academy

Position:

CEO/Superintendent

Reports to:

Charter Holder Board of Directors

Job Duties: List up to 10 key duties this individual will perform.

1. Instructional leader of the charter school District
2. Ensures that the Board is informed on all aspects of the school district
3. Responsible for the marketing and fundraising efforts of the school district
4. Executes all board decisions
5. Establishes and maintains communications with local school districts, SBOE and LEA's
6. Responsible for supervising and evaluating all district personnel
7. Reports to and is evaluated by the Board of Directors annually
8. Responsible for the adherence to the school districts vision and mission
9. Works collaboratively with staff to offer an educational program that meets state requirements
10. Other requirements as directed by the Board of Directors

**If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.**

**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

**ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.**

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:  Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

**Minimum Qualifications Required:**

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Luling ISD	028903	Luling	1,414	N/A
Prairie Lea ISD	028906	Prairie Lea	211	N/A
San Marcos ISD	105902	San Marcos	7,534	77,165-104,398

**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

**ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.**

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:  Reports to:

Job Duties: List up to 10 key duties this individual will perform.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

**If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.**



**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

**ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.**

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:  Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

**Minimum Qualifications Required:**

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="Luling ISD"/>	<input type="text" value="028903"/>	<input type="text" value="Luling"/>	<input type="text" value="1414"/>	<input type="text" value="82,425 - 118,611"/>
<input type="text" value="Prairie Lea ISD"/>	<input type="text" value="028906"/>	<input type="text" value="Prairie Lea"/>	<input type="text" value="211"/>	<input type="text" value="Avg 46,400"/>
<input type="text" value="San Marcos ISD"/>	<input type="text" value="105902"/>	<input type="text" value="San Marcos"/>	<input type="text" value="7534"/>	<input type="text" value="77,000 - 104,398"/>

**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

**ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.**

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:  Reports to:

Job Duties: List up to 10 key duties this individual will perform.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

**If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.**

**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

**ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.**

Enter the name of the sponsoring entity:

ki education foundation

Enter the name of the proposed charter school:

Ki Charter Academy

Position:

Special Education Director

Reports to:

Superintendent

Salary Range:

65,000 - 80,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Cell Phone

Proposed Location (City and County):

San Marcos, Hays County

Number of Students anticipated in year one:

179

In year five:

179

Minimum Qualifications Required:

Education Required:

Masters Degree

Experience Required:

Minimum 5 years in special education

Certification Required:

Special Education

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
Luling ISD	028903	Luling	1414	66,452 - 95,626
Prairie Lea ISD	028906	Prairie Lea	211	N/A
San Marcos CISD	105902	San Marcos	7534	77,165 - 104,398

**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

**ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.**

Enter the name of the sponsoring entity:

ki education foundation

Enter the name of the proposed charter school:

Ki Charter Academy

Position:

Special Education Director

Reports to:

Superintendent

Job Duties: List up to 10 key duties this individual will perform.

1. Assist with the hiring, training and discipline of special education staff
2. Develop policies, programs, and other standards within the special education department
3. Represent the special education program to the principal, superintendent and Board of Directors
4. Deal with various challenges associated with special education administration
5. Establish a campus-wide philosophy of least restrictive environment for serving special needs students
6. Participate in the ARD Committee to assist with IEP development and student placement
7. Consult with RF teams concerning intellectual, emotional and behavioral functioning of students
8. Direct special education services for all students with disabilities
9. Guide the development of long range and short range plans for achieving goals and objectives
10. Other duties as assigned

**If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.**

**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

**ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.**

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:  Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

**Minimum Qualifications Required:**

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Luling ISD	028903	Luling	1414	N/A
Prairie Lea ISD	028906	Prairie Lea	211	N/A
San Marcos (ISD)	105902	San Marcos	7534	49,110 - 70,670

**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

**ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.**

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:  Reports to:

Job Duties: List up to 10 key duties this individual will perform.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

**If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.**

**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

**ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.**

Enter the name of the sponsoring entity:

ki education foundation

Enter the name of the proposed charter school:

Ki Charter Academy

Position:

Case Worker

Reports to:

Special Education Director

Salary Range:

36,000 - 50,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

N/A

Proposed Location (City and County):

San Marcos, Hays County

Number of Students anticipated in year one:

179

In year five:

179

Minimum Qualifications Required:

Education Required:

High School diploma or GED

Experience Required:

Minimum 3 years secretarial experience

Certification Required:

None

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Luling ISD	028903	Luling	1414	30,669 - 44,150
Prairie Lea ISD	028906	Prairie Lea	211	N/A
San Marcos CISD	105902	San Marcos	7534	36,684 - 52,776

**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

**ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.**

Enter the name of the sponsoring entity:

ki education foundation

Enter the name of the proposed charter school:

Ki Charter Academy

Position:

Case Worker

Reports to:

Special Education Director

Job Duties: List up to 10 key duties this individual will perform.

1. Manage multiple tasks related to school operations
2. Enforce school policies
3. Manage office and computer (electronic) files
4. Coordinates with other service agencies, organizations, and vendors to provide appropriate services
5. Develops casework/service plans, monitors progress and follow-up
6. Develops and coordinates scheduling for the special education department to include ARD's
7. Provides long-term and short-term case management
8. Plans, organizes and participates in special projects
9. Maintain confidentiality
10. Perform other duties as assigned

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Supplemental Human Resources Information Form  
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Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:  Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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Enter the name of the sponsoring entity:

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Position:  Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

**Minimum Qualifications Required:**

Education Required:

Experience Required:

Certification Required:

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<input type="text" value="Luling ISD"/>	<input type="text" value="028903"/>	<input type="text" value="Luling"/>	<input type="text" value="1414"/>	<input type="text" value="62,396 - 107,340"/>
<input type="text" value="Prairie Lea ISD"/>	<input type="text" value="028906"/>	<input type="text" value="Prairie Lea"/>	<input type="text" value="211"/>	<input type="text" value="Avg. 67,574"/>
<input type="text" value="San Marcos CISD"/>	<input type="text" value="105902"/>	<input type="text" value="San Marcos"/>	<input type="text" value="7534"/>	<input type="text" value="67,185 - 118,494"/>

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Luling ISD	028903	Luling	1414	56,724 - 81,627
Prairie Lea ISD	028906	Prairie Lea	211	N/A
San Marcos CISD	105902	San Marcos	7534	56,755 - 87,796

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<input type="text" value="Prairie Lea ISD"/>	<input type="text" value="028906"/>	<input type="text" value="Prairie Lea"/>	<input type="text" value="211"/>	<input type="text" value="37,125 - 58,427"/>
<input type="text" value="San Marcos CISD"/>	<input type="text" value="105902"/>	<input type="text" value="San Marcos"/>	<input type="text" value="7534"/>	<input type="text" value="42,000 - 54,600"/>

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<input type="text" value="Prairie Lea ISD"/>	<input type="text" value="028906"/>	<input type="text" value="Prairie Lea"/>	<input type="text" value="211"/>	<input type="text" value="37,125 - 58,427"/>
<input type="text" value="San Marcos CISD"/>	<input type="text" value="105902"/>	<input type="text" value="San Marcos"/>	<input type="text" value="7534"/>	<input type="text" value="42,000 - 54,600"/>

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Enter the name of the proposed charter school:

Position:

Reports to:

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Position:  Reports to:

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<input type="text" value="San Marcos CISD"/>	<input type="text" value="105902"/>	<input type="text" value="San Marcos"/>	<input type="text" value="7534"/>	<input type="text" value="42,000 - 54,600"/>

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Supplemental Human Resources Information Form  
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**ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.**

Enter the name of the sponsoring entity:

ki education foundation

Enter the name of the proposed charter school:

Ki Charter Academy

Position: PE Teacher

Reports to: Assistant Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Develop and implement lesson plans that cover all TEKS and are in accordance with district syllabi
2. Continually assess student achievement through formal and informal testing
3. Help students improve study habits, listening skills, character and behavior
4. Work in conjunction with the special education dept. to ensure compliance with state and federal laws
5. Manage student behaviors in accordance with district policies and the RF BEP
6. Participate in staff development, as well as individualized professional development programs
7. Maintain effective communications with all stakeholders
8. Use best practice instructional strategies to increase student achievement
9. Support the RF in creating and maintaining a safe environment
10. Perform other duties as assigned

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(MUST be typed)**

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Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:  Reports to:

Salary Range:

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Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

**Minimum Qualifications Required:**

Education Required:

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<input type="text" value="Prairie Lea ISD"/>	<input type="text" value="028906"/>	<input type="text" value="Prairie Lea"/>	<input type="text" value="211"/>	<input type="text" value="37,125 - 58,427"/>
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Supplemental Human Resources Information Form  
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Enter the name of the sponsoring entity:

ki education foundation

Enter the name of the proposed charter school:

Ki Charter Academy

Position:

Resource Teacher

Reports to:

Assistant Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Develop and implement lesson plans that cover all TEKs and are in accordance with district syllabi
2. Continually assess student achievement through formal and informal testing
3. Help students improve study habits, listening skills, character and behavior
4. Work in conjunction with the special education department to ensure compliance of all state and federal
5. Manage student behaviors in accordance with district policies and the RF Behavior Enhancement Progra
6. Participate in staff development programs as well as individualized professional development programs
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Position:  Reports to:

Salary Range:

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Enter the name of the sponsoring entity:

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Ki Charter Academy

Position:

Teacher - Low Incidence disability

Reports to:

Assistant Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Develop and implement lesson plans that cover all TEKs and are in accordance with district syllabi
2. Continually assess student achievement through formal and informal testing
3. Help students improve study habits, listening skills, character and behavior
4. Work in conjunction with the special education dept. to ensure compliance of all state and federal laws
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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="Luling ISD"/>	<input type="text" value="028903"/>	<input type="text" value="Luling"/>	<input type="text" value="1414"/>	<input type="text" value="38,000 - 57,485"/>
<input type="text" value="Prairie Lea ISD"/>	<input type="text" value="028906"/>	<input type="text" value="Prairie Lea"/>	<input type="text" value="211"/>	<input type="text" value="37,125 - 58,427"/>
<input type="text" value="San Marcos CISD"/>	<input type="text" value="105902"/>	<input type="text" value="San Marcos"/>	<input type="text" value="7534"/>	<input type="text" value="42,000 - 54,600"/>

**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

**ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.**

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:  Reports to:

Job Duties: List up to 10 key duties this individual will perform.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

**If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.**

**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

**ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.**

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:  Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

**Minimum Qualifications Required:**

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="Luling ISD"/>	<input type="text" value="028903"/>	<input type="text" value="Luling"/>	<input type="text" value="1414"/>	<input type="text" value="9.96 - 14.34"/>
<input type="text" value="Prairie Lea ISD"/>	<input type="text" value="028906"/>	<input type="text" value="Prairie Lea"/>	<input type="text" value="211"/>	<input type="text" value="Avg 18,000"/>
<input type="text" value="San Marcos CISD"/>	<input type="text" value="105902"/>	<input type="text" value="San Marcos"/>	<input type="text" value="7534"/>	<input type="text" value="9.85 - 15.73"/>

**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

**ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.**

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

1.
2.
3.
4.
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10.

**If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.**



Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment O.8. Community Support

**Attachment O.8**

**Community Support**

- San Marcos Mayor Daniel Guerrero Community Letter of Support
- San Marcos Treatment Center (SMTC) Community Letter of Support



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Daniel Guerrero  
Office of the Mayor

February 27, 2014

To whom it may concern:

Ki Charter District, a proposed open enrollment charter school located in San Marcos, Texas first came to me to discuss their plan approximately one year ago. They did this to develop community advocacy as well as community support for their respective proposed charter. Their transparency of this ongoing endeavor has been evident throughout their journey. The San Marcos Treatment Center has been in the heart of San Marcos as a premier residential treatment center for 74 years.

The need and education plan that Ki Charter District developed, demonstrates that they want students to gain work experience skills, critical learning skills, vocational tools and life skills in order for them to be viable assets to their respective communities. Ki Charter academy aligns valid goals with the city of San Marcos's economic and developmental vision statement such as workforce and education excellence. This goal states that a strategy and partnership will be developed and promoted to allow San Marcos CISD to succeed. It also states that San Marcos CISD will promote all community education options to local and prospective students. Ki Charter supports the San Marcos CISD by serving 100% at risk students and giving those students the best possible opportunity to succeed.

Ki Charter's statement of need and education plan specifically emulates San Marcos CISD goal of collaborating with all educational institutions to support workforce development for industry needs. Ki Charter will foster this goal by teaching the appropriate skill sets in order for students to be post-secondary ready. Ki Charter prepares high needs students who reside at the San Marcos Treatment Center with the greatest chance for them to applicable and viable members of any community.

I sincerely and fully support Ki Charter District in their efforts of this proposed charter in San Marcos. They demonstrated effective communication with key stakeholders in the community including myself, city council man as well as the superintendent of San Marcos CISD. Communication and collaboration go hand in hand in effectively creating and sustaining positive change within the community.

Sincerely,

A handwritten signature in cursive script that reads "Daniel Guerrero".

Daniel Guerrero, Mayor  
City of San Marcos



san marcos treatment center

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March 14, 2014

Re: Ki Education Foundation

To Whom it May Concern:

San Marcos Treatment Center, established in 1940, is a premier provider of intensive psychiatric residential evaluation and treatment, offering services to a unique population of children and adolescents from across the United States and overseas. Our patients display a diverse array of psychiatric, neuropsychiatric and neurodevelopmental disturbances. Many require special treatment for multiple psychiatric disorders and may have experienced multiple disappointments with treatment prior to coming to San Marcos. The facility provides a range of highly specialized, intensive residential programs and 24-hour care to this broad spectrum of girls and boys.

Prior to admission, many boys and girls experience behavioral problems at home, school or in the community. Often, these problems cross over to other areas and involve conflict with parents, siblings, teachers, classmates, friends and neighbors. We address problematic behaviors while simultaneously focusing on a child's clinical and educational needs. In order to experience success, we teach and encourage our patients to learn to self-regulate and self-manage their own behaviors. This practice is in preparation for life in the home community. Part of the process involves learning to replace old behaviors with new, more healthy and effective ways of functioning within the family, neighborhood, school and other areas of life.

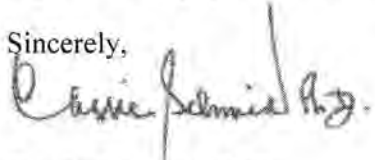
Ki Education Foundation expresses a genuine interest in providing an education program from which patients at San Marcos can greatly benefit. Their proposed diverse and unique education plan, consisting of a hybrid classroom and critical laboratory application, places an emphasis on theory to practice for our patients, allowing them to see the "big picture." Ki Education places a high value and importance on career and vocational training. This is vital for our patients, as it creates a pathway of opportunity and serves as a motivating factor for them to learn. This is a critical component for those patients who are not college bound and is, most often, overlooked educationally. The inclusion of career and vocational training as part of Ki Education Foundation's commitment to young people speaks volumes of their realistic understanding of student needs.

Ki Education Foundation differs from other school districts in that they work to meet the unique needs of each individual patient. Rather than employing a cookie-cutter, "one size fits all" approach, Ki Charter School's proposal indicates San Marcos patient needs will be met not only through their curriculum and education plan, but also through their highly trained instructional staff and non-traditional learning environment and practice. This is essential, as patients that are admitted to our facility already possess significant gaps in their learning as a result of non-responsive or limited educational experiences. It is critical that their needs be met so they can move forward in a positive and healthy way.

I believe that Ki Education Foundation will serve our complex and diverse patient population well. Ki Charter School will provide academic solutions for problematic patient issues and provide direction. I will be pleased to honor a contract with Ki Education Foundation, pending their charter approval by the Texas State Board of Education, and anticipate they will conduct their operation in an ethical and responsive manner.

If you have any questions or require further information, do not hesitate to contact me directly.

Sincerely,

A handwritten signature in cursive script that reads "Cassie Schmidt Ph.D.".

Cassie Schmidt, Ph.D.  
Chief Executive Officer

Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment O.9. Startup Plan

- Start-up Plan and Timeline including individuals responsible and task execution

Timeline Tasks		Responsible Individual	Task Execution
Aug 2014	Finalize MOU City/County Government Inspections and Occupancy Permits and Other Permits safety/fire are obtained From SMTC  Board agrees on School Administrator Criteria Research Bank Loan and Line of Credit Research Foundations and Charities for Startup Identify Professional Fundraiser and Finalize MOU Agreement Website Development Distribute Community Newsletter Principal/Superintendent, Financial Manager qualifications, Job descriptions, duties and responsibilities are agreed Upon	Board of Directors	Board of Directors Philip Muzzy Paul Camden Chris Allison Armetrius Staples-Walker Financial Consultants
Aug 2014 to April 2015	Curriculum Development Committee selected Curriculum Development Announce and initiate selection of the school administrator position Create Employment Application Packet Develop Faculty Handbook and Employee MOU Develop Compensation /Benefits Package  Principal/Superintendent vvaluation systems/tools are created Begin recruiting Process of teaching and non-teaching faculty Develop admissions packet Create Family/Student Handbook	Board of Directors	Board of Directors Philip Muzzy Paul Camden Chris Allison Armetrius Staples-Walker James Hope Financial Cons. Review  Identified Teachers Identified IA's
Timeline Tasks		Responsible Individual	Task Execution



Sep 2014	Attend Local Meetings and Share Vision with Community Meet Community Political Leaders Join Chamber of Commerce for Networking Opportunities Update Website	Philip Muzzy Paul Camden Chris Allison Armetrius Staples-Walker	Philip Muzzy Paul Camden Chris Allison Armetrius Staples-Walker
April 2015	Organize Technology Committee Design IT System and Create Separate Project Plan Research Equipment Contact Vendors - August delivery or pick up Research Software Contact Vendors - August delivery or pick up Research Insurance and Contact Insurance Company Recruiting Commitment Process of Teaching and Non-teaching faculty	Board of Directors	Philip Muzzy Paul Camden Armetrius Staples-Walker James Hope Chris Alison
May 2015	Create and Finalize MOU Service Agreements Finalize Administrative Policies and Procedures Contac Payroll System and Procedures -Websmart File Franchise Tax Reports Set up IRS, Tx Workforce, Tx State Tax Payer, TRS, TEA accounts/access	Board of Directors	Board of Directors Philip Muzzy Paul Camden Armetrius Staples-Walker
June - July 2015	Select superintendent/principal Finance Manager to begin July 2015 Finalize Teaching and Non-teaching faculty-August Start Date Recruit and Hire School Registrars - Possibly Early August Start Date Order Instructional Materials and Software for August Deleivery Order Furniture and Order Equipment for August Deleivery File 990 Finalize and Set up WebSmart Recruit Surrogate Parents	Board of Directors	Board of Directors Philip Muzzy Paul Camden Armetrius Staples-Walker James Hope

**Timeline Tasks****Responsible Individual    Task Execution**

		<b>Responsible Individual</b>	<b>Task Execution</b>
Aug 2015	Finalize employee benefits, choose Insurance Complete Student Enrollment Packets, and Family/Student Handbooks Opening Day	Board of Directors	Board of Directors Philip Muzzy Paul Camden Armetrius Staples-Walker

Formatting and referenced:

Source: On the Journey to Open a New School One Step at a Time

A Comprehensive Review of the Functional Steps Required to Start a New Private or Charter School

Brenda J Travis, M.S., CC/SLP

Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment O.10. Superintendent Documents



## **O.10**

### **Superintendent Criteria**

At this time, a superintendent candidate has not been identified. Ki Charter Academy's superintendent candidate will also be responsible for the duties of principal. The duties and responsibilities will be split 20% superintendent and 80% principal.

The size of the proposed campus and scope of operation does not warrant a full-time superintendent position at this time. Ki Charter Academy's shared vision is to be the premier educational provider for students who reside in Texas Residential Facilities (RF). When proven successful, Ki Charter Academy will expand to include a full-time superintendent to oversee the school district.

The following superintendent requirements are in addition to the requirements outlined for the position of principal.

#### *Job Description:*

This individual will serve as the instructional leader of the charter school. He/she will be responsible for hiring, supervising and evaluating school personnel, working collaboratively with staff to offer an educational program that meets state requirements and facilitates student performance and implements and follows board policies.

#### *Qualifications:*

Master's degree

Principal Certification

Three years of special education experience

Three years of successful administrative experience

Certified Professional Development and Appraisal (PDAS) appraiser

Enrolled in in or completed a post masters superintendent certification course

#### *Preferred:*

RF experience

Superintendent experience

Central office experience

Campus Principal Experience

Master's degree in education, management, psychology or sociology

#### *Timeline:*

August 2014 to April 2015

Board agrees on qualifications, job description and responsibilities for the superintendent/principal

Advertise the position, screen applicants and select 3-5 candidates who will be interviewed

June 2015

Select superintendent/principal