

# Texas Education Agency Standard Application System (SAS)

<b>2017–2019 Public Charter School Program Start-Up Grant</b>				
<b>Program authority:</b>	PL 107-110, Elementary and Secondary Education Act – 1965, as amended by NCLB Act – 2001, Title V, Part B, Subpart 1; Texas Education Code, Chapter 12			<b>FOR TEA USE ONLY</b> <small>Write NOGA ID here:</small>
<b>Grant Period</b>	May 1, 2017, to July 31, 2019			<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> <b>Received</b>  <b>Texas Education Agency</b>  <b>2016 DEC 15 PM 2:25</b>  <b>Document Control Center</b>  <small>State Application Division</small> </div>
<b>Application deadline:</b>	5:00 p.m. Central Time, December 15, 2016			
<b>Submittal Information:</b>	<b>Three</b> complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Grants Administration Division  Texas Education Agency, 1701 North Congress Ave  Austin, TX 78701-1494 </div>			
<b>Contact information:</b>	Arnoldo Alaniz: <a href="mailto:CharterSchools@tea.texas.gov">CharterSchools@tea.texas.gov</a> ; (512) 463-9575			
<b>Schedule #1—General Information</b>				
<b>Part 1: Applicant Information</b>				
Organization name	County-District #	Campus name/#	Amendment #	
San Antonio ISD	015907	Steele Montessori Academy/TBD		
Vendor ID #	ESC Region #	DUNS #		
74-6002167	20	069451631		
Mailing address		City	State	ZIP Code
141 Lavaca Street		San Antonio	TX	78210-1039
<b>Primary Contact</b>				
First name	M.I.	Last name	Title	
Matthew		Weber	Deputy Superintendent for Instruction	
Telephone #	Email address		FAX #	
(210) 554-2665	<a href="mailto:Mweber1@saisd.net">Mweber1@saisd.net</a>			
<b>Secondary Contact</b>				
First name	M.I.	Last name	Title	
John		Strelchun	District Grants Director	
Telephone #	Email address		FAX #	
(210) 554-2535	<a href="mailto:jstrelchun@saisd.net">jstrelchun@saisd.net</a>			
<b>Part 2: Certification and Incorporation</b>				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

**Authorized Official:**

First name	M.I.	Last name
Pedro		Martinez
Telephone #	Email address	
	<a href="mailto:Pmartinez1@saisd.net">Pmartinez1@saisd.net</a>	

Title
Superintendent of Schools
FAX #

Signature (blue ink preferred)



Date signed

12/14/16

Only the legally responsible party may sign this application.

701-16-101-021

**Schedule #1—General Information**

County-district number or vendor ID: 015907

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 015907

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment (Note: Only school districts applying on behalf of a campus charter need to submit these attachments)	Description of Required Program-Related Attachment
1	Documentation of Authorization to Charter	<ul style="list-style-type: none"> <li>• A copy of the local district's policy for authorizing campus charter schools; <b>AND</b></li> <li>• A copy of the district's charter application for the authorized campus charter; <b>AND</b></li> <li>• A copy of the performance contract with the principal or chief operating officer of the campus charter (TEC §12.0531); <b>AND</b></li> <li>• Either of the following: <ul style="list-style-type: none"> <li>○ A copy of the petition presented to the board of trustees that as signed by the parents of a majority of the students at the school campus <i>and</i> a majority of the classroom teachers at the school campus requesting a campus charter (TEC §12.052, §12.053) OR</li> <li>○ A copy of the contract between the school district and the entity to provide educational services to the district through the campus or program and at a facility located in the boundaries of the district (TEC §12.0521).</li> </ul> </li> </ul>
2	Board of Trustees Approval	<ul style="list-style-type: none"> <li>• A copy of the <i>approved</i> minutes from the local board of trustees meeting in which the charter was granted; <b>OR</b></li> <li>• A copy of the board agenda with an action item to consider or approve the campus charter and draft minutes from the local board of trustees meeting in which the charter was granted.</li> </ul>
3	Narrative Description from Superintendent	<p>A narrative description on district letterhead signed by the superintendent which contains the following must be submitted:</p> <ul style="list-style-type: none"> <li>• The mission of the campus charter;</li> <li>• An explanation of the development of the proposed campus charter and the rationale for the district granting a charter to the new district campus;</li> <li>• A detailed description, including supporting documentation, of the ways in which the campus charter will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter and their input with regard to the school's curriculum, calendar, budget, and daily operations, and how this autonomy is <b>above and beyond the degree of flexibility and autonomy afforded to traditional campuses</b> within the district;</li> <li>• A detailed description, including supporting documentation, that explains the ways in which the school district plans to conduct an independent annual financial audit of the campus charter, separate and apart from the district's independent annual financial audit, and the manner in which the campus will provide the necessary data for the school district to report on its locally-developed objectives;</li> <li>• A detailed description of the admission requirements for the campus charter;</li> </ul>

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		<ul style="list-style-type: none"> <li>The methods and timelines that the district will use to ensure that the campus charter receives all federal funds to which its students are entitled; and</li> <li>A valid certificate of occupancy, or its equivalent, for the instructional facility, if the location of the campus charter has been determined.</li> </ul>
4	Federal Definition of a Public Charter School	A completed form regarding compliance with the Federal Definition of a Public Charter School must be submitted with the grant applications. (See Appendix 2.)
5	Campus Charter Information Form	A completed Campus Charter Information Form must be submitted with the grant applications. (See Appendix 3.)

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 015907

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	<p>The charter school's financial accounting system adheres to the following requirements:</p> <ul style="list-style-type: none"> <li>• accommodates the minimum 15-digit account code mandated by the FASRG;</li> <li>• generates information needed for PEIMS reporting; and</li> <li>• ensures adequate accountability of state and federal funds.</li> </ul> <p>*If the school's financial accounting system is not approved by TEA, the charter school <u>will budget and acquire an acceptable accounting system and training with these grant funds</u>. Additionally, the school will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.</p>
4.	The charter school will maintain clear documentation and data for the school and students served by the PCSP Start-Up Grant; will comply with any reporting and evaluation requirements that may be established by the TEA; and will submit the reports in the format and manner requested by TEA's Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the PCSP Start-Up Grant funds.
5.	The public charter school has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the public charter school will provide such copy immediately.
6.	<p>According to Title V, Part B, of NCLB, to receive federal grant funds of any type including U. S. Department of Education funds, the charter school must meet the following definition. By signing Schedule #1 and submitting the application, the authorized official of the public charter school certifies that each of the statements below is true and that the school is in compliance with this definition. A charter school is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.</p> <p>A charter school means a public school that:</p> <ol style="list-style-type: none"> <li>1. In accordance with TEC Chapter 12, is exempted from significant state or local rules that inhibit the flexible operation and management of the school, but not from any rules relating to the other requirements identified in P.L. 107-110.</li> <li>2. Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction.</li> <li>3. Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency.</li> <li>4. Provides a program of elementary or secondary education, or both.</li> <li>5. Is nonsectarian in its programs, admission policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution.</li> <li>6. Does not charge tuition.</li> <li>7. Complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act.</li> <li>8. Is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated.</li> </ol>

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On this date:

By TEA staff person:

	<p>9. Agrees to comply with the same federal and state audit requirements as do other elementary schools and secondary schools in the state, unless such requirements are specifically waived for the purposes of this program.</p> <p>10. Meets all applicable federal, state, and local health and safety requirements.</p> <p>11. Operates in accordance with state law.</p> <p>12. Has a written performance contract with the authorized public chartering agency in the state that includes a description of student performance that will be measured in charter schools pursuant to state assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public charter agency and the charter school.</p>
7.	<p>Charters established under TEC Chapter 12, Subchapter C, must also comply with the following:</p> <ul style="list-style-type: none"> <li>a. Campus charter schools, must use funds to supplement (increase the level of services) and not supplant (replace) funds from federal, state, and local funds for similar activities. Any program activity required by state law, State Board of Education (SBOE) rules, or local board policy may not be paid with these funds. State or local funds may not be decreased or diverted for other uses merely because of the availability of these funds. Grantees must maintain documentation which clearly demonstrates the supplementary nature of these funds.</li> <li>b. The campus charter will be established according to and in compliance with TEC, Chapter 12, Subchapter C, Sections 12.051-12.065.</li> <li>c. The campus charter school will be designated as a campus charter in the Texas Education Agency (TEA) organizational database, AskTED, prior to operating as a campus charter for the 2016-2017 school year. If the campus charter school began operation prior to the 2016-2017 school year, but is still eligible to apply for and receive funding under this grant for the implementation of its charter school program, the campus charter school must be designated as a campus charter in AskTED when the grant application is submitted to TEA.</li> <li>d. As per Title V, Part B, Subpart 1, Section 5204(f)(4)(B), a local education agency (LEA) may not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant, unless the eligible applicant enters voluntarily into a mutually agreed upon arrangement for administrative services with the relevant LEA. Absent such approval, the LEA shall distribute all subgrant funds to the eligible applicant without delay.</li> <li>e. The campus charter will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter school and their input with regard to the school's curriculum, calendar, budget, and daily operations. This autonomy will be <b><u>above and beyond the degree of flexibility and autonomy afforded to traditional campuses</u></b> within the district.</li> </ul>

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

**Schedule #4—Request for Amendment**

County-district number or vendor ID:

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID:

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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By TEA staff person:



**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The San Antonio Independent School District's Steele Montessori Academy (SMA), located at 722 Haggin Street in San Antonio, Texas, is applying for the 2017-2019 Public Charter School Program Start-up (PCSP) grant to seek funding which will address the identified need of offering parents a choice in their child's education and increasing enrollment in the District. The grant will provide the necessary resources for a tuition-free school that is fully dedicated to the Montessori method of education, where students from around Bexar County may attend. Approved by the Board of Trustees on December 13, 2016 as a "superintendent/ trustee-initiated charter", the SMA will operate as an in-district charter beginning with the 2017-2018 school year. The campus will serve approximately 320 children ages 4-14 or in grades PK-8. The grant will support the SMA's goal of becoming an authentic Montessori school accredited with the American Montessori Society or a comparable organization.

**Budget Development**

In developing a budget for this grant program, a Charter Committee was formed and tasked with reviewing the charter components and developing a needs assessment to guide decisions on how grant funds would best be used. The Committee, comprised of district-level staff and stakeholders, solicited input from the National Center for Montessori in the Public Sector (NCMPS), a not-for-profit organization with the twin goals of expanding access to Montessori education for all families and strengthening the quality of existing public Montessori programs. Committee members with guidance from NCMPS researched expenses needed to fund the Core Components of Montessori Education as set outlined by the American Montessori Society: (1) properly trained Montessori teachers, (2) multi-age classrooms, (3) use of Montessori materials, (4) child-directed work, and (5) uninterrupted work periods. All purchases were deemed allowable activities and use of funds as per the grant purpose and TEA guidelines related to specific costs.

**Demographics**

The campus will serve approximately 320 children ages 4-14 or in grades PK-8. As an in-district charter school with no defined attendance boundaries, enrollment will be open to students both within the SAISD geographic area as well as outside the district. In 2015, San Antonio, Texas had approximately 19 Montessori Schools for which residents in Bexar County could choose to send their children to on a primarily tuition basis. 18 of the 19 are considered private and charge tuition, while one "non-accredited" school does not. SMA is located in ZIP Code 78210 which has a median income of \$32,638, and the 3 ZIP Codes closest to the school median incomes range from \$29,026 to \$33,480. In comparison, of the 15 Montessori schools located outside of SAISD, 11 have median incomes between \$56,996 and \$108,881. Given the aforementioned statistics, SAISD anticipates that SMA will serve students who are currently underrepresented at Montessori campuses.

**Needs Assessment Process**

Traditionally, a Comprehensive Needs Assessment (CNA) is developed by each SAISD campus at the end of each school year and is used to identify educational needs and guide funding priorities. Because the SMA was not an existing campus it did not have the benefit of having an existing CNA process which identified needs. However, the District projected costs associated with opening the school to develop the budgetary needs. Additionally, the decision to create the SMA was based on the need to increase enrollment in SAISD schools and offer a choice to SAISD parents in where they want to send their children. Over the past eight years the district has been losing students. Current projections have the enrollment just under 52,500, down from more than 56,000 in 2006. The district estimates that it lost 577 students to charter schools for the current school year, which translates to \$6.2 million in funding. The San Antonio Independent School District is an historic and inner-city district that is located in the most poverty stricken areas of San Antonio; however, the district is fully committed to providing parents a choice of rich educational opportunities for their children and offering tuition-free Montessori aligns with that commitment.

When considering the economic, geographic, and academic challenges characteristic of the SASID Demographic; the opening of the Steele Montessori Academy will afford parents with an option that is not only affordable, but in closer proximity to their neighborhood and the southern portions of Bexar County.

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On this date:

By TEA staff person:

**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

**Management Plan**

As an approved charter, Steele Montessori will continue to operate under the legal auspices of the Board of Trustees per Local policy, and as such, the Board, or designee will be responsible for oversight that maintains high educational and operational standards, preserves school-level autonomy, and safeguards student and public interests. The campus principal will be the primary steward of instruction, responsible for ensuring that it is aligned to the charter's mission and goals. Waivers from local district policy regarding the school calendar, administrative requirements, and student school calendar were specifically requested by the principal and granted by the Board of Trustees in an effort to provide the campus with the flexibility needed to accomplish the goals of the campus. The Campus Leadership Team (CLT) will be the primary governing body, making decisions for campus based programming. The CLT will be comprised of one member from each grade level, an administrator, a counselor, a non-teaching professional, two special population representatives, a classified representative, a paraprofessional representative, two student representatives and two community members. Their peers, with the exception of students and community members, will elect CLT members. The students and community members will be selected to join by the CLT. Steele Montessori Academy will follow district procedures in electing faculty and staff to CLT.

**Evaluation Method**

To ensure the grant strategies are delivered with fidelity and high-impact, SAISD has developed a structured approach to evaluation that combines formative and summative measurement per a CIPP model, as follows: Context, Input, Process, and Product. It includes a complete examination of the charter including needs and goals assessment. It identifies components of effective implementation as defined by key stakeholders and it also examines how the charter is being implemented. SMA's staff will collect documentation of staff professional development, student assessments, and other artifacts as appropriate to monitor and inform program implementation. Finally, SMA will examine the general and specific outcomes of the charter and conducting a retrospective benefit/cost assessment.

**Statutory Requirements**

The grant application is comprehensively presented and addresses all statutory requirements including the relationship between SMA and SAISD, the continued funding commitment of SAISD, school district waivers, use of grant funds, the compliance with the Individuals with Disabilities Act, the educational program, school management, performance measures, community involvement and outreach, the charter authorization and revocation process, campus governance, commitment to an independent audit, and the flow of federal funds. The district charter will be permitted to govern autonomously above and beyond the degree and autonomy afforded to traditional campuses within the SAISD.

**TEA Requirements**

SAISD's Office of Research & Evaluation uses a combination of methods and analyses to projects future students by grade. The process involves a Cohort Ratio Model, input from various District Offices, i.e. Facility Services, Principal feedback, and a Projections Review Committee. SAISD enrollment projections are updated annually and current numbers were used to complete responses to TEA program requirements.

The Board of Trustees will continue to support the school by adopting an annual operating budget and provide the additional funding necessary to maintain the extended school day, the extended teacher contracts, and additional human resource elements of the charter. The SAISD is committed to the goal of Steele Montessori Academy becoming a high-quality charter by providing the additional resources needed to improve the academic outcomes of its students.

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By TEA staff person:

**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Program authority: Public Law 107-110, Title V, Part B, Subpart 1, NCLB and TEC Chapter 12

Grant period: May 1, 2017, to July 31, 2019

Fund code: 258

**Budget Summary**

Schedule #	Title	Class/ Object Code	Planning: Direct Program Cost	Implementation: Direct Program Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$0	\$0	\$0
Schedule #8	Professional and Contracted Services (6200)	6200	\$188,000	\$0	\$188,000
Schedule #9	Supplies and Materials (6300)	6300	\$0	\$396,381	\$396,381
Schedule #10	Other Operating Costs (6400)	6400	\$215,619	\$0	\$215,619
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			<b>\$403,619</b>	<b>\$396,381</b>	<b>\$800,000</b>

No administrative costs (direct or indirect) may be charged to this grant program [Public Law 107-110, Elementary and Secondary Education Act of 1965, as amended by No Child Left Behind Act of 2001, Title V, Part B, Subpart 1, Section 5204 (f)(4)(B)].

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**Schedule #7—Payroll Costs (6100)**

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Planning Costs	Implementation Costs	Total Budgeted Costs
<b>Academic/Instructional</b>					
1 Teacher			\$	\$	\$
2 Educational aide			\$	\$	\$
3 Tutor			\$	\$	\$
<b>Program Management and Administration</b>					
4 Project director			\$	\$	\$
5 Project coordinator			\$	\$	\$
6 Teacher facilitator			\$	\$	\$
7 Teacher supervisor			\$	\$	\$
8 Secretary/administrative assistant			\$	\$	\$
9 Data entry clerk			\$	\$	\$
10 Grant accountant/bookkeeper			\$	\$	\$
11 Evaluator/evaluation specialist			\$	\$	\$
<b>Auxiliary</b>					
12 Counselor			\$	\$	\$
13 Social worker			\$	\$	\$
14 Community liaison/parent coordinator			\$	\$	\$
<b>Other Employee Positions</b>					
15 Title			\$	\$	\$
16 Title			\$	\$	\$
17 Title			\$	\$	\$
18	Subtotal employee costs:		\$	\$	\$
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>					
19 6112	Substitute pay		\$	\$	\$
20 6119	Professional staff extra-duty pay		\$	\$	\$
21 6121	Support staff extra-duty pay		\$	\$	\$
22 6140	Employee benefits		\$	\$	\$
23 61XX	Tuition remission (IHEs only)		\$	\$	\$
24	Subtotal substitute, extra-duty, benefits costs		\$	\$	\$
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$0	\$0	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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On this date:

By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)				
County-district number or vendor ID: 015907			Amendment # (for amendments only):	
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.				
Professional and Contracted Services				
#	Description of Service and Purpose	Planning Costs	Implementation Costs	Total Budgeted Costs
1	Montessori program design, staffing and recruitment, community engagement & communication, finance, school site development, coaching support, and summer orientation	\$76,000	\$0	\$76,000
2		\$	\$	\$
3		\$	\$	\$
4		\$	\$	\$
5		\$	\$	\$
6		\$	\$	\$
7		\$	\$	\$
8		\$	\$	\$
9		\$	\$	\$
10		\$	\$	\$
11		\$	\$	\$
12		\$	\$	\$
13		\$	\$	\$
14		\$	\$	\$
<b>a. Subtotal of professional and contracted services:</b>		<b>\$76,000</b>	<b>\$0</b>	<b>\$76,000</b>
<b>b. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		<b>\$112,000</b>	<b>\$0</b>	<b>\$112,000</b>
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$188,000</b>	<b>\$0</b>	<b>\$188,000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #9—Supplies and Materials (6300)**

County-District Number or Vendor ID: 015907

Amendment number (for amendments only):

Expense Item Description		Planning Costs	Implementation Costs	Total Budgeted Costs
6300	Total supplies and materials that do not require specific approval:	\$0	\$396,381	<b>\$396,381</b>
<b>Grand total:</b>		<b>\$0</b>	<b>\$396,381</b>	<b>\$396,381</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #10—Other Operating Costs (6400)**

County-District Number or Vendor ID: 015907		Amendment number (for amendments only):		
Expense Item Description		Planning Costs	Implementation Costs	Total Budgeted Costs
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$	\$	\$
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form, if applicable.	\$	\$	\$
Subtotal other operating costs requiring specific approval:		\$0	\$0	\$0
	Remaining 6400—Other operating costs that do not require specific approval:	\$215,619	\$0	\$215,619
<b>Grand total:</b>		<b>\$215,619</b>	<b>\$0</b>	<b>\$215,619</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #11—Capital Outlay (6600)**

County-District Number or Vendor ID: 015907

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Planning Costs	Implementation Costs	Total Budgeted Costs
<b>6669—Library Books and Media (capitalized and controlled by library)</b>						
1		N/A	N/A	\$	\$	\$
<b>66XX—Computing Devices, capitalized</b>						
2			\$	\$	\$	\$
3			\$	\$	\$	\$
4			\$	\$	\$	\$
5			\$	\$	\$	\$
6			\$	\$	\$	\$
7			\$	\$	\$	\$
8			\$	\$	\$	\$
9			\$	\$	\$	\$
10			\$	\$	\$	\$
11			\$	\$	\$	\$
<b>66XX—Software, capitalized</b>						
12			\$	\$	\$	\$
13			\$	\$	\$	\$
14			\$	\$	\$	\$
15			\$	\$	\$	\$
16			\$	\$	\$	\$
17			\$	\$	\$	\$
18			\$	\$	\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>						
19			\$	\$	\$	\$
20			\$	\$	\$	\$
21			\$	\$	\$	\$
22			\$	\$	\$	\$
23			\$	\$	\$	\$
24			\$	\$	\$	\$
25			\$	\$	\$	\$
26			\$	\$	\$	\$
27			\$	\$	\$	\$
28			\$	\$	\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>						
29				\$	\$	\$
<b>Grand total:</b>				<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 015907

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The discussion to create the Steel Montessori Academy (SMA) began in earnest in May, 2016 when District leadership explored partnering a Nationally recognized Montessori organization. While the partnership never materialized, extensive plans were made and the decision to pursue an in-district charter promoting Montessori was made.

An ad-hoc committee, comprised of district-level staff and stakeholders, solicited input from the National Center for Montessori in the Public Sector (NCMPS), a not-for-profit organization with the twin goals of expanding access to Montessori education for all families and strengthening the quality of existing public Montessori programs.

The committee met to discuss the resources needed to create and successfully implement a Montessori campus. SAISD staff assessed needs pertaining to campus site, infrastructure needs, staffing, professional development, and curriculum offered. The process consisted of three stages:

**Identifying Needs:** Stakeholders discussed how SMA should operate in terms of student success and how that vision differs from what currently exists. Both short and long term goals were developed regarding student enrollment, infrastructure, demographics, curriculum and instruction, staffing, and costs associated with each.

**Summary of Needs:** A summary was written for each goal and stakeholders evaluated which needs SAISD could fulfill internally and which needs required external resources for successful implementation. Emphasis was placed on implementing a Montessori campus with fidelity.

**Meeting Needs:** Stakeholders evaluated the purpose of the grant program, comparing unmet needs under the approved charter. Committee members with guidance from NCMPS researched expenses needed to fund the Core Components of Montessori Education as set outlined by the American Montessori Society: (1) properly trained Montessori teachers, (2) multi-age classrooms, (3) use of Montessori materials, (4) child-directed work, and (5) uninterrupted work periods.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 015907

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Properly trained Montessori teachers	Instruction in a Montessori environment differs substantially from what is traditionally thought of as "teaching." A well trained Montessori teacher is not only versed in Montessori theory and philosophy, but also the accurate and appropriate use of Montessori materials. A key premise of Montessori education is that knowledge is constructed from experience rather than delivered through lecture or explanation. Montessori teachers – or guides – establish the environment that beckons the child to engage.
2.	Multi-age classrooms	Within the multi-age grouping structure, younger children learn from older children and experience new challenges through observation; older children reinforce their learning by teaching concepts they have already mastered, develop leadership skills, and serve as role models. Montessori encourages collaboration, environments that accommodate free movement, and assessment that emphasizes mastery over competition.
3.	Montessori materials	Montessori education is grounded in exploration of concepts through concrete materials. Montessori's distinctive learning materials teach a single skill or concept and include a built-in mechanism for providing the student with a way of assessing progress and correcting mistakes, independent of the teacher. The concrete materials provide passages to abstraction and introduce concepts that become increasingly complex.
4.	Child-directed work	Through Montessori education children learn independence. Independence is visible in students who are able to navigate their space with confidence and self-regulation. Children choose meaningful and challenging work that appeals to their interest, thus leading to engagement, intrinsic motivation, sustained attention, and the development of self-reliance and responsibility.
5.	Uninterrupted work periods	The uninterrupted work period recognizes and respects individual variations in the learning process. During this time, students are afforded the opportunity to work through various tasks and responsibilities at their own pace without interruption. A student's work process encompasses selecting an activity, performing the activity for as long as s/he is interested in it, cleaning up the activity and returning it to the shelf, then selecting another activity. The role of the teacher during the work period is to support and monitor the students' work and provide individual and small-group lessons.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 015907

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Principal	Direct and manage the overall implementation of the PCS Start Up Grant. Will ensure revised instructional programs are effective and promote increased academic achievement as intended. Will oversee compliance of project implementation with SAISD policies and priorities. Requires demonstrated instructional leadership, strong curriculum, curriculum alignment, curriculum standards and assessment and program management background. Master's degree and Texas Standard Principal or Mid-Management Certification.
2.	Montessori Teachers	Fully certified Montessori teachers with extensive knowledge in instruction with preferable, some Montessori teaching experience.
3.	External Consultants	Various experts in Montessori curriculum and instruction. Will assist with the design and implementation of training and the development of curriculum.
4.	District Business Services	Will be used for financial administration including accounting, payroll, purchasing, information technology and information services. Will ensure all necessary financial support and enabling technology are available.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Students in grades K-8 will score at least 10% higher than the average of district students at both the on-grade and college-ready levels, as evidenced by performance on the Measure of Academic Progress (MAP) in Reading and Math annually.	1. Measure student proficiency in Beginning of Year to establish baseline data.	08/30/2017	09/15/2017
		2. Measure student proficiency in Middle of Year to measure student progress.	12/01/2017	12/15/2017
		3. Measure student proficiency at End of Year to understand student achievement.	05/01/2018	05/15/2018
2.	100% of Steel Montessori students in grades K-8 performing in the MAP high performance range in Reading and Math will maintain their level annually.	1. Measure student proficiency in Beginning of Year to establish baseline data.	08/30/2017	09/15/2017
		2. Measure student proficiency in Middle of Year to measure student progress.	12/01/2017	12/15/2017
		3. Measure student proficiency at End of Year understand student achievement.	05/01/2018	05/15/2018
3.	100% of K-12 students will participate in a student-led conference each school year.	1. Introduce student-led conference plan to students.	08/30/2017	09/15/2017
		2. Form student conference committees	12/01/2017	12/15/2017
		3. Host student conference at the end-of-year.	05/01/2018	05/15/2018

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 015907

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Effective management will require clear routines and procedures followed up by regular monitoring, quality assurance and feedback loops that disseminate results to all team members. The campus principal will develop implementation plans and timelines and will share the structure with all partners. Linking project goals with all staff assignments will ensure efficient procedures and will motivate staff by highlighting purposes and outcomes. Technology will facilitate regular communication among team members in different locations. Face-to-face interaction, i.e., weekly staff meetings, will be used in the early stages of project development; thereafter, plans, notes, and progress reports will be posted in a central, web-based workspace, so that all staff members, regardless of location, can easily refer to them. Conference calls, frequent email, and technology-facilitated file sharing will support information flow. Meetings will be run efficiently through use of standard meeting management techniques. Each meeting will have specific goals and will be driven by an agenda. The project team also will monitor the budget using detailed cost reports with expenses by line item and budgeted and actual variances. The evaluators will conduct data reviews each month with project staff. A detailed implementation plan for the entire length of the project will be developed during the first month of operation. The principal and stakeholders will complete quarterly reviews of the project's goals and outcomes framed by the Goals, Objectives, Milestones and Timelines. SAISD currently uses Amplifund, an online Grant Management System, to store all grant-related information in a centralized hub for enhanced communication and efficiency. Amplifund is fully customizable to each grant's specific performance measures and automates the management of the grant lifecycle. AmpliFund helps ensure compliance creates internal status reports to evaluate program effectiveness. The principal will update Amplifund bi-weekly with monitoring reports.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SAISD is committed to ensuring the financial and programmatic sustainability of the newly created charter as evidenced by the SAISD Board of Trustees approval of Steele Montessori's Charter Application. The district is committed to providing an operational budget once grant funds are fully expended. The campus will also use discretionary funds and seek additional funding opportunities to support the mission and goals of the charter.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 015907

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Parent satisfaction survey	1.	90% satisfaction result on locally-developed parent satisfaction survey administered twice a year for the duration of the grant.
2.	Improvement in student performance on 9 week grades and annual state assessment.	1.	All index 1 STAAR scores increase by at least 3 points in year 1 and year 2
		2.	All index 2 STAAR scores increase by at least 2 points in year 1 and 2
		3.	All index 3 and 4 scores increase by at least 2 points in year 1 and 2
3.	Number of students enrolled in charter campus	1.	By October of 2017 student enrollment will be at or above 70% of full capacity.
		2.	By October of 2018 student enrollment will be at or above 80% of full capacity.

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To ensure the grant strategies are delivered with fidelity and high-impact, SAISD has developed a structured approach to evaluation that combines formative and summative measurement per a CIPP model, as follows.

**Context:** Complete an examination and description of the context of the program to include conducting a needs and goals assessment, determining program objectives, and determining whether the program objectives will be sufficiently responsive to the identified needs. The Campus Needs Assessment (CNA) will be an integral part of the context analysis and will help inform planning decisions.

**Input:** Provide a description of the components of effective implementation as defined by school principals, school leaders and the PCSC grant support team and a description of the resources necessary for implementation.

**Process:** Complete an examination of how the program is being implemented, identifying any defects in procedural design, and providing feedback to program managers. Steele Montessori's staff will collect documentation of staff professional development, planning meetings, and other artifacts as appropriate to monitor and inform program implementation. To aid in data collection, SAISD has unprecedented access to an extensive data warehouse that allows longitudinal data analysis at the student, campus, and District levels. Additionally, the campus will update procedures as needed to collect qualitative data and artifacts unavailable in the District data warehouse. Periodic data readings are scheduled into the measurement process. For example, grades are reviewed after each grading cycle allowing for refinements to instructional strategies. This ensures problems with program delivery are quickly identified and corrected, and builds the practice of implementation adjustment into the process.

**Product:** Determine and examine the general and specific outcomes of the program, measuring anticipated outcomes, attempting to identify unanticipated outcomes, assessing the merit of the program and conducting a retrospective benefit/cost assessment.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: -15907

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe the administrative relationship between the charter school and the authorized public chartering agency (i.e., the local board of trustees, the commissioner, or the charter holder board).

**Note:** All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As an approved charter, Steele Montessori will continue to operate under the legal auspices of the Board of Trustees per Local policy, and as such, the Board, or designee will be responsible for oversight that maintains high educational and operational standards, preserves school-level autonomy, and safeguards student and public interests.

The charter will maintain a close working financial and operational relationship with the district. Charter status will allow for increased flexibility in receiving district and internal/external grant monies. For all regulations regarding operations and finances, Steele Montessori will refer to the Annual Operating Budget of the San Antonio Independent School District. The campus principal will follow district guidelines for operational and financial plans.

Approval of Steele Montessori's charter application by the Board also formalized a performance contract between the Board and the campus. The application outlines the mission and goals of the charter, the curriculum and instructional program to be offered, performance objectives, performance goals for State Accountability, and the policies and waivers that were granted. The charter will be evaluated using the Charter Application, including the Texas Academic Performance Report. Failure of the charter to demonstrate improvement in academic performance and compliance with any accountability provision specified by the charter in two successive years may result in probation or revocation by the Board.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 015907

Amendment # (for amendments only):

**Statutory Requirement 2:** Describe how the authorized public chartering agency will provide for continued operation of the school once the Federal start-up grant has expired.

**Note:** All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As the charter authorizer, the Board of Trustees will continue to support the school by adopting an annual operating budget, as it does for all SAISD schools, with funding derived from the School Foundation Program, local property taxes and Federal programs. They are also committed to providing

Annually the SAISD will determine eligibility and allocation of federal funds including IDEA-B Special Education; Title I, Part A-Improving Basic Education; Title II, Part A- Teacher & Principal Training and Recruiting; and Title III, Part A- LEP. SAISD administration will prepare and submit federal grant application no later than June 30 and budgets will be made available to the campus in early July of each year.

The charter will maintain a close working financial and operational relationship with the district. The school anticipates a long-term commitment to grant seeking and fundraising to bring supplemental programs to students, but will be able to sustain many of its core operations without these additional resources.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 015907

Amendment # (for amendments only):

**Statutory Requirement 3:** Describe and justify any requests for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any state or local rules, generally applicable to public schools, that the applicant proposes to be waived, or otherwise not apply to, the school.

**Note:** All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**After-School Meetings**

Policy DK(LOCAL) states that principals may not require teachers to meet after work hours for more than 180 minutes per 4-week period and no single meeting longer than 90 minutes. DK(LOCAL) is waived to remove restrictions on principals' ability to hold meetings after work hours.

**Curriculum and Instruction**

Steele Montessori will be exempt from district requirements related to curriculum and instruction. A cohesive sequence of learning experiences will be developed to support its design commitments which will be aligned with state requirements. In addition, Steele Montessori will select instructional materials, determine the timing and content of benchmarks, and select which district-wide curricular initiatives the school participates in.

**Elementary School Curriculum**

Steele Montessori is exempt from EHAB(Legal) which specifies required curriculum in grades K-5 in order to create its own elementary school course offerings, pulling from a variety of TEKS and national standards and ensuring that students are adequately prepared for state assessments.

**Grade Reporting**

Steele Montessori is exempt from Policy EIA(Local) in order to provide students with a standards-based report card four times a year and a standards-based progress report at least once every nine-weeks for students in grades 1-12. The campus reserves the option to provide a customized skills report for students in PK and Kindergarten. Steele Montessori also exempt from Administrative Procedure E20 "Student Grading and Promotion" in order to determine grading categories and weights and to exempt students from semester exams.

**Lesson Plans**

Under Texas Education Code 11.164 and SAISD Administrative Procedure E3 "Lesson Plans," teachers may only be required to prepare a unit or weekly lesson plan that outlines, in a brief and general manner, the information to be presented during each period or topic. Steele Montessori is exempt from the this procedure to allow teachers to share their lesson plans in the intra-school, shared electronic folders created by teachers and shared with school leaders and colleagues and which is not limited to the current definition/template of "lesson plan" as lesson plans at this school include unit plans, project-based units and assessments, and daily/weekly lesson plans.

**Middle School Curriculum**

Steele Montessori is exempt from EHAC(Legal) which specifies required curriculum in grades 6-8 in order to create its own middle school course offerings, pulling from a variety of TEKS and national standards and ensuring that students are adequately prepared for state assessments.

**Physical Education**

Steele Montessori is exempt from EHAB(Legal) which requires students in grades K-5 to participate in moderate or vigorous physical activity daily for 30 minutes or weekly for 135 minutes and EHAC(Legal) which requires middle school students to complete four semesters of Physical Education in grades 6-8. Steele Montessori is committed to providing students with physical education, and is granted the flexibility to do so, using alternative schedules.

**Professional Development**

The Steele Montessori principal will have the discretion to hold campus-based staff development in lieu of teachers, paraprofessionals, and other support staff participating in required district-based staff development, both before and during the school year. The district must provide at least one month's advance notice of the focus of upcoming district staff development to the principal. Doing so provides the principal with sufficient time to determine whether/how district offerings align with and address the professional learning needs of the staff. The principal will formally notify the district of any district-level offerings that teachers be exempt from attending.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 015907

Amendment # (for amendments only):

**Statutory Requirement 4:** Describe how the grant funds will be used to accomplish the purpose, goals and objectives of the grant. Describe how the items/activities are necessary for initial implementation and the anticipated outcome for using grant funds for the purpose. Include a description of how such funds will be used in conjunction with other Federal programs administered by the U.S. Secretary of Education.

**Note:** All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Grant funds being requested in support of the project purpose, goals and objectives fall into three categories:

- Funding for Montessori Teacher Certification
- Furniture and technology in order to fully implement a Montessori Classroom
- Contracted services with the National Center for Montessori in the Public Sector to provide campus start-up services.

Grant funds will be used to pay for Montessori certification for campus teachers. The Montessori certification process is rigorous but results in a well-trained teacher capable of administering the program with fidelity. Instruction in a Montessori environment differs substantially from what we traditionally think of as "teaching." A well trained Montessori teacher is not only versed in Montessori theory and philosophy, but also the accurate and appropriate use of Montessori materials. A key premise of Montessori education is that knowledge is constructed from experience rather than delivered through lecture or explanation. Montessori teachers – or guides – establish the environment that beckons the child to engage. Once the environment is prepared, the adult's primary responsibility is to assist the child in making a constructive connection with the environment. "Lessons or presentations are brief, most often offered to individuals or small groups of students, and focused on showing children how to use the didactic materials that constitute the 'curriculum' of a prepared Montessori environment." It is not uncommon for the teacher to refrain from interfering with students who are concentrating, modeling rather than dictating positive behavior, and supporting student exploration - thus guiding as opposed to leading the learning.

Funds will be used to purchase furniture, technology, and classroom materials needed to implement the Montessori program. The design and flow of the Montessori classroom create a learning environment that accommodates choice. There are spaces suited to group activity, and areas where a student can settle in alone. Parts of the room are open and spacious, allowing a student to lay out strands of beads for counting, or ponder a 10-foot-long Timeline of Life. There aren't customary rows of school desks; children work at tables or on the floor, rolling out mats on which to work and define their work space. There are well-defined spaces for each part of the curriculum, such as Language Arts, Math, and Culture. Each classroom is uniquely suited to the needs of its students. A hallmark of Montessori education is its hands-on approach to learning. Students work with specially designed materials, manipulating and investigating until they master the lesson inside. Montessori's distinctive learning materials are displayed on open, easily accessible shelves. They are in order of their sequence in the curriculum, from the simplest to the most complex. Each material teaches a single skill or concept at a time and provide students with some way of assessing her progress and correcting her mistakes, independent of the teacher.

Finally, grant funds will be used to contract with the Nationally-recognized, non-profit National Center for Montessori in Public Sector organization. The organization's goal is to expand access to Montessori education for all families. The program will assist the campus and District leaders in program design, financial modeling, talent management, school site development plan, communication plan, procurement of instructional resources, coaching support, and will host a summer orientation.

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By TEA staff person:

**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 015907

Amendment # (for amendments only):

**Statutory Requirement 5:** Describe how the charter school that is considered a local educational agency under state law, or a local education agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Act. (See Appendix 1.) Failure to respond appropriately to this requirement will deem the applicant ineligible for funding as meeting the needs of special education students is a statutory requirement for this federal program.

**Note:** All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Special Education is an integral part of the total educational program, which assures all students a free appropriate public education. This inclusive philosophy endorses the concepts that:

- Students with disabilities will be educated with their non-disabled peers to the greatest extent possible within the least restrictive environment
- All students, regardless of disabilities will be provided access to the general curriculum in accordance to their individual needs.

An Individualized Education Program (IEP) will be developed for each identified special education student. The teacher of record in coordination with the special education teacher will work closely with parents to keep them informed of their child's progress and suggest techniques to promote learning at home.

Appropriate curriculum modifications and accommodations will be provided for any student with disabilities whose individual needs cannot be met through the state required curriculum elements without additional supports. Instructional services will be provided which allows for learning in an environment that is most appropriate and least restrictive to meet the student's needs. Some self-contained instructional settings which are clustered in the district may not be available at the campus. In the event this occurs, students will have access to needed services at the campus closest to their home campus that has the necessary instructional setting.

Response to Intervention (RtI) will serve as the proactive, problem-solving process that will be used for all students in order to consider for any assistance, support service or educational program. Identification for special education services may only be sought with documentation that low achievement is not due to lack of appropriate instruction/intervention in reading, mathematics, or behavior. Special and general education work collaboratively so more students can achieve academic progress in general education. Differentiated instruction, coupled with learning walks and department/team/grade level instructional meetings are additional components that will further ensure RtI success. Curriculum guides will target instruction for all students through implementation of written, aligned, coordinated and articulated curriculum that promotes continuity and cumulative acquisition of skills and knowledge from grade to grade. Research based interventions are implemented and monitored for frequent measurement of student progress and academic performance that evaluates the effectiveness of instruction.

A Response to Intervention Team will be organized and utilized at the campus depending on student needs. The team will consist of the RtI Coordinator, an administrator, referring/general education teacher, diagnostician/LSSP, the student's parent/legal guardian, student as appropriate, and other professionals whose expertise/knowledge will contribute to the decision-making process (counselor, nurse, and/or representatives(s) from areas that may render additional assistance, such as bilingual/ESL, Section 504, etc.) The specific members will vary depending upon the nature of the student's problem. The RtI Coordinator shall chair and organize meetings of the team. Other campus administrator(s) may assist as needed. The role of the team is to meet on a regularly scheduled basis, provide support to teachers who request assistance, clarify and prioritize issues or concerns, provide strategies or interventions for academic and behavioral issues, evaluate progress, and make decisions and recommendations based on data. RtI Team members should demonstrate a commitment to district and school's instructional goals and programs, willingness to accept responsibility for at-risk students' progress, knowledge of multiple teaching strategies and interventions, experience in interpreting data, and ability to maintain confidentiality. The campus principal shall ensure that the RtI Coordinator and campus teachers receive annual training on the RtI process and the correct guidelines and procedures.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 015907

Amendment # (for amendments only):

**Statutory Requirement 6:** Describe the educational program to be implemented by the proposed charter school, including (1) how the program will enable all students to meet challenging state student academic achievement standards; (2) the grade levels or ages of children to be served; and (3) the curriculum and instructional practices to be used.

**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The American Montessori Society recognizes 5 core components as essential in Montessori schools— (1) properly trained Montessori teachers, (2) multi-age classrooms, (3) use of Montessori materials, (4) child-directed work, and (5) uninterrupted work periods.

**Trained Montessori Teachers**

Instruction in a Montessori environment differs substantially from what we traditionally think of as "teaching." A well trained Montessori teacher is not only versed in Montessori theory and philosophy, but also the accurate and appropriate use of Montessori materials. A key premise of Montessori education is that knowledge is constructed from experience rather than delivered through lecture or explanation. Montessori teachers – or guides – establish the environment that beckons the child to engage. Once the environment is prepared, the adult's primary responsibility is to assist the child in making a constructive connection with the environment. "Lessons or presentations are brief, most often offered to individuals or small groups of students, and focused on showing children how to use the didactic materials that constitute the 'curriculum' of a prepared Montessori environment." It is not uncommon for the teacher to refrain from interfering with students who are concentrating, modeling rather than dictating positive behavior, and supporting student exploration - thus guiding as opposed to leading the learning.

**Collaboration in Multi-age Classrooms**

Within the multi-age grouping structure, younger children learn from older children and experience new challenges through observation; older children reinforce their learning by teaching concepts they have already mastered, develop leadership skills, and serve as role models. Montessori encourages collaboration, environments that accommodate free movement, and assessment that emphasizes mastery over competition. This arrangement mirrors the real world, in which individuals work and socialize with people of all ages and dispositions.

**Hands-on Learning with Montessori Materials**

Montessori education is grounded in exploration of concepts through concrete materials. Montessori's distinctive learning materials teach a single skill or concept and include a built-in mechanism for providing the student with a way of assessing progress and correcting mistakes, independent of the teacher. The concrete materials provide passages to abstraction and introduce concepts that become increasingly complex.

**Independence and Child-Directed Work**

Through Montessori education children learn independence. Independence in the Montessori world does not mean working alone, though very young children often choose to do so. Rather, independence is visible in students who are able to navigate their space with confidence and self-regulation. Children choose meaningful and challenging work that appeals to their interest, thus leading to engagement, intrinsic motivation, sustained attention, and the development of self-reliance and responsibility.

**Uninterrupted Work Period**

The uninterrupted work period recognizes and respects individual variations in the learning process. During this time, students are afforded the opportunity to work through various tasks and responsibilities at their own pace without interruption. A student's work process encompasses selecting an activity, performing the activity for as long as s/he is interested in it, cleaning up the activity and returning it to the shelf, then selecting another activity. The role of the teacher during the work period is to support and monitor the students' work and provide individual and small-group lessons. The uninterrupted work period allows for the development of coordination, concentration, independence and order, and the assimilation of information.

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Amendment # (for amendments only):

**Statutory Requirement 7:** Describe how the charter school will be managed. (1) Include a detailed description of the ways in which the campus charter school will be permitted to manage autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. (2) Describe how this autonomy is **above and beyond the degree of flexibility and autonomy afforded to traditional campuses** within the district.

**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.* Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The campus principal will be the primary steward of instruction, responsible for ensuring that it is aligned to the charter's mission and goals. In addition, the Principal will monitor student achievement outcomes on an interim and yearly basis and be held accountable for student achievement targets that are set by the charter. Day-to-day decisions regarding instruction will be made by the principal. Waivers from local district policy regarding the school calendar, administrative requirements, and student school calendar were specifically requested by the principal and granted by the Board of Trustees in an effort to provide the campus with the flexibility needed to accomplish the goals of the campus.

Additionally, the grant budget was created to reflect the needs of the campus utilizing the Needs Assessment outlined in Schedule #13. The principal served as a key contributor to providing input throughout the process. The budget has been reviewed approved by the campus principal as meeting the current and future needs of the newly created charter campus. Flexibility will be afforded to the campus principal in selecting, contracting, and purchasing the items outlined in the grant budget.

Campus management and day-to-day decision making will ultimately be the responsibility of the campus principal. However, the principal will also work closely with the Campus Leadership Team (CLT) to ensure that ALA works diligently towards achieving the goals set forth by the charter, the district, and the state. If ever those goals are in direct opposition to one another, the campus principal and the CLT will work with district leadership and the Board of Trustees to resolve the issue and maintain the integrity of the mission and goals of the charter.

The CLT is comprised of 2/3 faculty members consisting of representatives from each content area and specials, the principal, a non-teaching professional and paraprofessional or classified representatives. The other 1/3 will be made up of parent representatives, community representatives, district non-teaching representative, business representatives and, two student representatives. Campus faculty will elect all positions, with the exception of students, parents, community, business and district non-teaching members, these positions will be selected through blind selection of nominations.

The CLT will serve as an advisory committee examining and coordinating SAISD initiatives, goals, and practices outlined in the Campus Improvement Plan (CIP) and the mission described by the charter. The CLT will evaluate the Campus Improvement Plan and the charter initiatives to ensure consistent and quality implementation as well as plan professional development necessary to achieve the goals of both. The implementation of the CLT with fidelity will help ensure all decisions requiring multiple stakeholders for successful accomplishment are met with support from implementing staff. Despite serving in an advisory role, decisions made by the CLT will be met with support from the Board of Trustees.

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Amendment # (for amendments only):

**Statutory Requirement 8:** Describe the performance measures and methods by which the charter school will determine its progress toward achieving those objectives. For each objective include a description of what is going to change as a result of this grant project, who will achieve the change, how much change will occur, and when will the change occur.

**Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.** Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data from the MAP assessment, STAAR and EOC results and ongoing formative assessments will be reviewed each grading period on a student-by-student basis by teachers in order to inform learning design needs as well as additional support services or tutoring that is needed. Students, parents and the teaching teams will meet regularly to collaboratively plan support strategies for students who experience academic challenges to ensure that concerted efforts by all involved are leveraged to support the students and their learning.

**Performance Objectives**

1. Steele Montessori students in grades K-8 will score at least 10% higher than the average of district students at both the on-grade and college-ready levels, as evidenced by performance on the Measure of Academic Progress (MAP) in Reading and Math annually.
2. 100% of Steele Montessori students in grades K-8 will demonstrate progress between Beginning-of-Year and End-of-Year assessments on the (MAP) in Reading and Math as evidenced by an increase in their individual RIT (Rasch Unit) scores.
3. 10% of Steele Montessori students in grades K-8 will demonstrate progress in Reading and Math annually from one MAP performance range to another in the following: low, low average, average, and high average.
4. 100% of Steel Montessori students in grades K-8 performing in the MAP high performance range in Reading and Math will maintain their level annually.
5. 100% of K-12 students will participate in a student-led conference each school year.

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Amendment # (for amendments only):

**Statutory Requirement 9:** Describe how parents and other members of the community will be involved in the planning, program design and implementation of the charter school.

**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*  
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Steele Montessori Academy will continue to maintain and participate in parent/teacher organizations to foster collaboration, to sponsor special activities, and to raise funds in support of school programs. Community involvement will also include special programs such as carnivals, grade level ceremonies, field experiences, and guest speakers. Steele Montessori Academy will seek community partnerships with individuals, businesses and higher education institutions in the San Antonio area that directly support the mission and goals of the charter.

In the development of a community school, Steele Montessori Academy will utilize community members in the following capacities:

- Campus Committee - Community components to the CLT include two parents and two students who will officially serve on the CLT and attend CLT meetings. CLT membership also includes a business leader/representative. CLT meetings are open to the entire Connell community.
- Campus Improvement - The student, parent, and community participants will help develop, review, and sign the Campus Improvement Plan.
- SAISD Community Alignment - Steele will align community efforts with SAISD policies, District Leadership, cluster/area community meetings, focus groups, community forums, and town hall meetings.
- As the site-based decision-making body, the CLT will be the method by which all of the above-named community involvement will occur.

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Amendment # (for amendments only):

**Statutory Requirement 10:** Describe how students in the community will be (1) informed about the charter school; and (2) given an equal opportunity to attend the charter school.

**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Steele Montessori will be an in-district charter school serving children ages 4-14 or in grades PK-8. Students will be assigned to multi-aged classrooms based on their age as of September 1st of the year for which the student is seeking enrollment. Multi-age groupings consist of Early Childhood (ages 4-5), Lower Elementary (ages 6-8), Upper Elementary (ages 9-11), and Secondary (12-14). As an in-district charter school with no defined attendance boundaries, enrollment will be open to students both within the SAISD geographic area as well as outside the district. Students will be selected for participation in the charter by using a lottery system for selection as outlined in Administrative Procedure F51 "Charter School Enrollment for Non-Neighborhood Students." A lottery will be employed if the number of applications exceed the number of spaces available. Students not selected in the lottery will be placed on a waiting list and will be given the opportunity to enroll should space become available at a later date. PK students selected through the lottery process whose families do not qualify for PK according to federal guidelines will be required to pay tuition as established by the district.

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Amendment # (for amendments only):

**Statutory Requirement 11:** Provide a description of the campus charter's process to become a charter school, including:

1. the district's general process for approval of campus charter schools and the steps the campus took to become a charter;
2. the premise in which the school board approved the campus for which a charter was granted to operate;
3. what the campus will be doing differently, above and beyond, that of a regular district campus that merits charter status and charter school start-up funds;
4. if the campus is converting from a regular district campus to a campus charter, what the campus charter will be doing above and beyond that which was done when it operated as a district campus.

**Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The SAISD Board of Trustees has the authority to grant campus charter schools to designated campuses within the District. Campus charters are granted to provide opportunities for schools to plan and implement innovative educational programs. The general process involves several steps beginning with a published timeline which includes the dates for an informational meeting, public forums and deadlines for submission of the Notice of Intent, completed application and petitions, if applicable. Informational meetings are conducted by the Director of Charter Schools and serve to communicate the purposes of charters, the application process, and the legal requirements applicable to charter campuses or programs. Prior to final deadline for submission of the application to the Board for consideration, a public forum is held at one of the District's scheduled Board Meetings. At this meeting applicants have the opportunity to present their proposals to the community and Board members and to respond to questions about their proposals. The approval of a charter proposal by the Board formalizes a performance contract.

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Amendment # (for amendments only):

**Statutory Requirement 12:** Describe the periodic review and evaluation process for the charter school. Specify any basis, in addition to a basis specified by Subchapter C, on which the campus charter may be placed on probation or revoked. Describe how the district authorizer will use increases in student academic achievement as one of the most important factors when determining whether to renew or revoke a school's charter.

**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

According to SAISD Policy, "The approval of a charter proposal by the Board formalizes a performance contract. The charter campus or charter program will be evaluated using the same standards used with regular comprehensive school programs, including the Texas Academic Excellence Indicator System. Failure of the charter campus or charter program to demonstrate improvement in academic performance and compliance with any accountability provision specified by the charter in two successive years may result in probation or revocation of the charter."

Additionally, The Board of Trustees may place a charter campus or charter program on probation or revoke a charter if it finds that the charter campus or program:

- a. Violates a provision of applicable state or federal law;
- b. Materially violates a provision of the charter; or
- c. Fails to meet generally accepted accounting standards for fiscal management.

The Superintendent shall investigate an allegation that a charter campus or charter program has violated federal or applicable state law or provisions of the charter, or fails to meet generally accepted accounting standards for fiscal management. The Superintendent shall hold a conference with the principal and governing body of the charter campus or program to discuss the allegation.

If the Superintendent determines that a violation or mismanagement has occurred, the principal shall respond to the allegation. The Superintendent shall present investigative findings with appropriate recommendations to the Board. If necessary, the Superintendent shall ensure that the topic is on the agenda for discussion.

If the Board decides to consider probation or revocation of the charter, it shall schedule a public hearing to be held on the campus where the program is located. After the public hearing, the Board may take action to place the charter campus or charter program on probation or to revoke the charter campus or charter program.

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Amendment # (for amendments only):

**Statutory Requirement 13:** Describe how the charter school will be governed. (1) Include a detailed description of the ways in which the campus charter school will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. (2) Describe how this autonomy is **above and beyond the degree of flexibility and autonomy afforded to traditional campuses** within the district.

**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.* Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Governing Body and Its Duties**

The Campus Leadership Team (CLT) will be the primary governing body, making decisions for campus based programming. The CLT will be comprised of one member from each grade level, an administrator, a counselor, a non-teaching professional, two special population representatives, a classified representative, a paraprofessional representative, two student representatives and two community members. Their peers, with the exception of students and community members, will elect CLT members. The students and community members will be selected to join by the CLT. Steele Montessori Academy will follow district procedures in electing faculty and staff to CLT.

The CLT will serve as an advisory committee examining and coordinating SAISD initiatives, goals, and practices outlined in the Campus Improvement Plan (CIP) and the mission described by the charter. The CLT will evaluate the Campus Improvement Plan and the charter initiatives to ensure consistent and quality implementation as well as plan professional development necessary to achieve the goals of both.

**Governance and Management Relationship**

The CLT along with the campus principal will ensure that Steele Montessori Academy works diligently towards achieving the goals set forth by the charter, the district, and the state. If ever those goals are in direct opposition to one another, the CLT will work with district leadership and the Board of Trustees to resolve the issue and maintain the integrity of the mission and goals of the charter.

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Amendment # (for amendments only):

**Statutory Requirement 14:** Describe the manner in which an annual independent financial audit of the campus is to be conducted. The campus charter must have a plan for an audit separate and apart from the district audit. Describe the manner in which the campus will provide information necessary for the school district in which it is located to participate, as required by TEC, Chapter 12, Subchapter C, or by SBOE rule, in PEIMS.

**Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The San Antonio Independent School District (SAISD) will hire at the District expense a Texas certified or public accountant holding a permit from the State Board of Public Accountability to conduct an independent financial audit annually, following the conclusion of each fiscal year on June 30. The audit report will be submitted to SAISD administration in a timely fashion and will be included in the District's annual report, as appropriate. .

All SAISD campuses are covered by the annual audit prepared by SAISD's external auditors. The annual audit includes review of financial statements, notes to the financial statements, and statistical schedules. The auditors will perform an in-depth review of banking statements and reconciliations, receivables, payables, payroll, fixed assets, federal and state compliance (including school improvement), human resources data and various other reviews applicable to public schools. All of the Subchapter C Charter Schools within the SAISD will be reported the same as the traditional schools at SAISD. A sample of the reported items in PEIMS is enrollment, withdrawals, average daily attendance (ADA), and financial data.

The scope of the annual independent audit of the Subchapter C Charter schools will be limited since many of the examinations are already covered by the annual audit. The proposed scope of the audit for each charter school will include the following:

- Sample of payroll expenditures to check proper coding and funding
- Sample of expenditures for supplies to check proper coding and funding
- Sample of fixed asset expenditures to check proper coding and funding
- Sample of human resources data
- Review and verify PEIMS data
- Review of SAISD Legal policy covering charter campus or program

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Amendment # (for amendments only):

**Statutory Requirement 15:** Explain the manner in which the district will flow other federal funds to the campus charter. Describe the timelines for flowing the federal funds to the campus charter that ensure students are promptly receiving the benefit of services that appropriate federal funds can provide.

**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.* Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Board of Trustees will ensure equity among school programs in staff/student ratios and in expenditures of money for curriculum materials and instructional supplies. "Staff" includes teachers, administrators, and auxiliary personnel. In special programs, such as special education and bilingual education, a lower ratio may be maintained and more money may be spent as necessary to fulfill other legal requirements.

Annually the SAISD will determine eligibility and allocation of federal funds including, but not limited to: IDEA-B Special Education; Title I, Part A-Improving Basic Education; Title II, Part A- Teacher & Principal Training and Recruiting; and Title III, Part A- LEP. SAISD administration will prepare and submit federal grant application no later than June 30 and budgets will be made available to the campus in early July of each year.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 015907

Amendment # (for amendments only):

**TEA Program Requirement 1: Population to Be Served in 2017-2018.** Enter the number of students in each grade, by type of school, projected to be served under the grant program during the 2017-2018 school year. For a charter school that is currently serving students in its first year of implementation, supply the number of students in each grade, by type of school, currently served by the charter.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter Schools	40	40	40	40	0	0	0	0	0	0	0	0	0	0	160
Open-Enrollment Charter School															
College/University Charter School															
New School Under Existing Open-Enrollment Charter School															
<b>TOTAL:</b>	40	40	40	40	0	0	0	0	0	0	0	0	0	0	160

Not Applicable – No students will be served during the 2017-2018 school year. ☐

Total Staff 30

Total Parents 256

Total Families 120

Total Campuses 1

**TEA Program Requirement 2: Population to Be Served in 2018-2019.** Enter the number of students in each grade, by type of school, projected to be served under the grant program during the 2018-2019 school year.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter Schools	40	40	40	40	27	27	26	0	0	0	0	0	0	0	240
Open-Enrollment Charter School															
College/University Charter School															
New School Under Existing Open-Enrollment Charter School															
<b>TOTAL:</b>	40	40	40	40	27	27	26	0	0	0	0	0	0	0	240

Total Staff 38

Total Parents 384

Total Families 180

Total Campuses 1

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 015907

Amendment # (for amendments only):

**TEA Program Requirement 3: Number of Students To Be Served in 2017-2018 Who Would Otherwise Attend a Traditional School Identified as a Priority or Focus School.**

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter School (TEC Subchapter C)	2	2	6	5	0	0	0	0	0	0	0	0	0	0	15
Open-enrollment Charter School (TEC Subchapter D)															
College/University/Jr College Charter School (TEC Subchapter E)															
New School Under Existing Open-Enrollment Charter School															
<b>TOTAL:</b>	2	2	6	5	0	0	0	0	0	0	0	0	0	0	15
Not Applicable – No students will be served during the 2017-2018 school year.															<input type="checkbox"/>

**TEA Program Requirement 4: For 2017-2018, provide the names and nine-digit county/district/campus numbers of the schools identified as priority or focus schools that you will be impacting as described above.**

	District Name	Campus Name	9 Digit CDC Number
1.	San Antonio ISD	Highland Park Elementary School	015907135
2.	San Antonio ISD	Riverside Park Elementary School	015907160
3.	San Antonio ISD	Smith Elementary School	015907165
4.	San Antonio ISD	Woodlawn Elementary School	015907175
5.			
6.			
Not Applicable – No students will be served during the 2017-2018 school year.			<input type="checkbox"/>

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By TEA staff person:

Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 015907		Amendment number (for amendments only):		
<b>No Barriers</b>				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Barrier: Gender-Specific Bias</b>				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Cultural, Linguistic, or Economic Diversity</b>				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 015907

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Tuancy**

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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