

**San Antonio Independent School District**

**141 Lavaca**

**San Antonio, TX 78210**

**(210) 554-2200**

**APPLICATION FOR AN INTERNAL CHARTER SCHOOL**

**Date: April 9, 2018**

**Name of Proposed Charter School: Relay Lab School at Ira C. Ogden Elementary School**

**Type of Internal Charter School Sought: New Campus Charter**

**Primary Contact Person of Proposed School: Ms. Ixchell Gonzalez**

**Title: Principal**

**Address: 2215 Leal St.; San Antonio, TX 78207**

**Phone Number: (210) 738-9815**

**Proposed Charter Site Address: see above**

**Grade Levels: PK-8**

**Expected Initial Enrollment: 641      Projected Maximum Enrollment: 850**

**Approximate percentage of each student population in all applicable categories:**

**Hispanic: 99.4%**

**White: 0%**

**African American: 0.6%**

**Asian: 0%**

**LEP: 37.8%**

**Economically Disadvantaged: 97%**

**At Risk: 82.1%**

<b>Review and consideration of application</b>	<b>Date received: _____</b>
<b>Review Dates:</b>	
<b>Preliminary Technical Review _____</b>	
<b>Final Technical Review _____</b>	<b>Approved: _____</b>
<b>Panel Review _____</b>	<b>Not approved: _____</b>
<b>Superintendent Consideration _____</b>	
<b>Board of Trustee Review _____</b>	<b>Beginning date of operation: <u>July 1, 2017</u></b>

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## **PURPOSE AND NEED**

Ogden Elementary is currently a year-three Improvement Required campus in the San Antonio Independent School District. There are over 600 students in grades PreK – 5 with 97.9% Economically Disadvantaged, 74% At-Risk, and 37% English Language Learners. Student mobility at this campus has been about 20%, and first year teachers comprise about 40% of the staff. The student ethnic background is 98.4% Hispanic. The STAAR student passing rates for Ogden Elementary in 2016 were 42% in reading, 41% in math, 19% in writing, and 38% in science.

Recent research has demonstrated that, despite billions spent on a variety of school reforms, the most impactful determinant on student achievement is the quality of leaders and teachers.<sup>1</sup> Similarly, there is a body of research that identifies the conditions under which schools in high poverty urban areas have been successful. Combined, this information highlights the promising possibility of transforming high poverty, urban schools by increasing the number of highly effective teachers and leaders and engineering the ideal operating conditions that encourage those educators to be successful and stay in urban public education.

Today, more than ever, bold partnerships are required to ensure that large numbers of committed individuals receive the very best training and support in order to succeed and stay in the most challenged urban schools. District partners firmly support the goal of increasing the number of and support for current and future urban teachers and leaders and agree to supply the core school conditions that lead to lasting success for PK-12 students.

## **MISSION AND GOALS**

### **Mission Statement**

The mission is to deliver on a bold vision for creating a high quality and innovative inner-city, pre-kindergarten through 8th grade (“PK-8”) public school that produces students ready to succeed in college and their careers and attracts, develops, and redeploys cohorts of highly effective teachers and leaders.

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<sup>1</sup> Wright, S. P., Horn, S. P., & Sanders, W. L. (1997). Teacher and classroom context effects on student achievement: Implications for teacher evaluation. *Journal of Personnel Evaluation in Education*, 11, 57–67, p. 63.

Through this collaboration we are testing a model that targets college and career success for all children; excellence in teacher and leader preparation; and the creation of high-performing, in-district schools of choice at Relay Lab School at Ira C. Ogden Elementary School. This model gives school principals broad authority and holds them accountable for designing, staffing, and directing an innovative and effective school that includes highly-capable, mission-driven aspiring teachers (incentivized by scholarships for their further development). The intended outcomes are transformative results for that school, those students, those teachers and the community served.

The conceptual framework for the Program originated in the fall of 2015 through the collaborative efforts of Trinity University, SAISD, and CEP. The product of this collaboration is the new K-12 “Residency Lab School”, known as the “Advanced Learning Academy” (the “Trinity Program” and, together with the Relay Program, the “CEP Programs”), which opened in the fall of 2016. Under the same framework, another Residency Lab School, previously defined as the Relay Program, is now proposed.

In operating two such CEP Programs, SAISD will require more operational resources and more robust community guidance than currently exist.

To strengthen District internal resources in support of the CEP Programs, SAISD will hire a Chief Innovation Officer (CIO) who will manage talent, guide school creation and spur innovation for existing and future Residency Lab Schools of the District. SAISD will extend to the CIO certain authorities (the “CIO Authorities”) as outlined in the SAISD Grant Agreement (hereafter defined).

Additionally, SAISD will charter an Advisory Board made up of influential community members who will shepherd the creation/implementation of the Residency Lab Schools, marshal community engagement and support the success and mission of the CEP Programs. If the CEP Programs substantiate the Program model, the partners may decide by mutual agreement to extend the Program to other districts and interested parties.

## **Goals**

The goals for Relay Lab School at Ira C. Ogden Elementary School are clearly delineated as targeted outcomes for the next five years.

## **Targeted Outcomes**

SAISD, the principal of the Relay Lab School at Ira C. Ogden Elementary School, and Relay will collaborate in the design and implementation of the Relay Program to deliver the targeted outcomes (the “Targeted Outcomes”) for the Relay Lab School at Ira C. Ogden Elementary School, the teachers, the students and the community as set forth in the SAISD Grant Agreement and the Relay Grant Agreement.

SAISD and the Relay Lab School at Ira C. Ogden Elementary School principal, working in collaboration with Relay, will be accountable for delivering the Targeted Outcomes. Relay will be accountable for delivering the Targeted Outcomes for Teacher Interns and Principal Fellows.

## **Targeted Performance Outcomes include:**

**School Performance Growth** - State School Rating (either “Met Standard “or A-F) \*, Number of Distinctions, Resident Retention in Setting or Agreed-Upon Cohort Deployment Site, Discipline Referrals, Student Mobility

**Teacher Performance** - Teachers Rated Proficient Level or above on T-TESS (if used), Interim Student Growth Measures, STAAR Test results, Teacher Attendance, Student Attendance, STAAR Test Interim Student Growth Measures, Student Attitudinal Survey about the school, PK-K % to Tier I in Reading and Math, 1-2 grade % to Tier 1 / On Level, Performance at Advanced Level III (mean of all STAAR assessments)

**Parent Engagement** - Parent Attendance at School Events

**Teacher Resident Performance** - Resident Distribution, Principal Fellow Distribution, TExES, Certification Exams passing rates, Praxis Performance Assessment of Teaching (PPAT), Summative Assessment Portfolio, Graduates' T- TESS (if used), Performance as Teachers (post-residency) Rated "Proficient" or Above\*

**Principal Intern Performance** - TExES, Principal Exams, Summative Assessment Portfolio, Graduates' T- PESS (if used), Performance as campus- based leaders (post- residency) rated "Proficient" or Above, Satisfactory performance on Val-ED 360 Degree Leadership Assessment between 3.29 -3.99 or above on all elements, Principal or Asst. Principal T-PESS (if used), Performance as campus- based leaders rated "Proficient" or Above\*

### **Residency Lab School Designation**

SAISD has designated Ogden Elementary School as the site for a PK-8 school of innovation for the Relay Program (the “Relay Lab School at Ira C. Ogden Elementary School”). SAISD will reopen the Relay Lab School at Ira C. Ogden Elementary School as a college preparatory, academically rigorous, open enrollment in-district charter at the start of the 2017 school year. The Relay Lab School at Ira C. Ogden Elementary School will start with grades Pre-Kindergarten through 6 in year 1, adding grade 7 in year two, and adding grade 8 in year three. The growth plan will include the Ogden attendance area as well as draw students from across the district and Bexar county on an open enrollment basis.

### **CURRICULUM AND INSTRUCTIONAL PROGRAM**

The curriculum will be teacher-designed based on the development of a curriculum map of the Texas Essential Knowledge and Skills (TEKS) that serves as a tool to see the interconnections among the various content areas. The curriculum map facilitates the development of a transdisciplinary curriculum with targeted skill development embedded within it to assure both content and skill mastery. A variety of curriculum materials, both those available within the district and others available externally, will serve as resources for the unit development as well as skills seminars. The Buck Institute for Education’s design strategies for project-based learning will be utilized in the conceptualizing and design of the bigger projects that will drive the

curriculum. Its use will be paired with Grant Wiggins' *Understanding by Design* curriculum design model that emphasizes "backwards planning", fostering a strong focus on learning for understanding with an aligned and real world oriented performance assessments. These assessments will be key in documenting students' growth and development over time of the concepts and skills outlined in the TEKS as well as the broader unit goals.

Textbook series at the elementary level will be used as resources, particularly in mathematics where a spiraled curricular scope and sequence is essential. Preferred mathematics resources include the Math Investigations series (Pearson) paired with the Math Perspectives materials from Kathy Richardson. We are also using Reasoning Minds online mathematics curriculum with targeted intermediate grade levels. Trade books, novels and nonfiction resources as well as appropriate, varied media and primary source documents will make up the foundation of the literacy and social studies curricular resources in support of a balanced literacy program that is supportive of a rich humanities approach. Building on the science TEKS, hands-on experimentation and exploration and the requisite materials for this will facilitate the development of the science curriculum as it is interwoven with the other content areas or serves as the driving force of specific interdisciplinary units. FOSS kits and their accompanying units will be used as resources for science unit development, and an alignment of the TEKS with the Next Generation Science Standards which outline essential lines of scientific inquiry will be utilized as well.

Instructionally, students will have the opportunity to work in flexible multi-age groups that allow the opportunity for students to seamlessly move among traditional grade levels. This allows for greater differentiation in the classroom based on students' developmental needs. It also enables students to work with a variety of age peers as well as ability peers, and to learn to support as well as ask assistance from others as they develop their sense of community and the ownership of their learning.

Additionally, students will benefit from having multiple teachers in the classroom. Each classroom will have a master teacher as well as an intern teacher who will work collaboratively as a team in developing an authentic and challenging learning environment. These pairings will be critical to the development of strong pedagogical practices among teachers who will eventually move to other schools across the district. The opportunity to work daily and collaboratively with a master



teacher in an actual classroom for an entire school year can be a much more powerful experience than the traditional student-teaching experience most novice teachers participate in.

As an in-district charter school, we hope to receive academically related consultation and support from the Division of Academics, including Advanced Academics, Gifted and Talented, Special Education, Fine Arts, Bilingual / ESL & Migrant, Academic Support, Accountability / Research and Evaluation & Testing, After School Programs, Athletics, Charter / Magnet and Summer Schools, Career and Technical Education, Curriculum and Instruction, Dyslexia, Family and Student Support Services, Federal Programs, Health and Physical Education, Instructional Technology and Learning Services, Integrated English Language Arts and Reading, Writing & Social Studies, Integrated Math and Science, Library Media Services, PEIMS and Data Services, Response to Intervention, School Counseling, Section 504, State Compensatory Education, Student Support Services, Textbooks, Digital and Blended Learning and World Languages. Operationally, we hope to work closely with Human Resources, Physical Plant and Finance and Budgets as we implement the requested autonomies and develop new processes for highly selective hiring practices, effective and creative use of budget and grant funding, and in designing new kinds of learning spaces.

## **STUDENT ACHIEVEMENT**

### **Performance Objectives**

The District Superintendent or designee shall develop a Charter School Performance Framework (“SPF”) by which all charter schools and programs will be evaluated which, upon completion and written approval of Relay Lab Schools Texas, shall be incorporated into the Charter Application. The SPF will inform District decisions related to campus replacement, restart, or closure. Performance objectives may include, but not be limited to, student proficiency, academic growth, and college readiness. Additional objectives as well as a timeline may be developed for charters established at campuses that do not meet state accountability standards.

The District’s Office of Innovation (“OI”) staff will meet with the Principal, Executive Director, and/or Relay Lab Schools Texas Board to establish baseline metrics in the Fall of 2018 to finalize

the tentatively-approved Performance Contract metrics. OI staff will monitor, evaluate, and publish campus performance annually.

### **State Accountability**

Implementation of the State Accountability System will follow all TEA guidelines and policies for the required state assessments. No variances are requested from the State accountability system except for students who accelerate in middle grades and are taking high school credit courses as 8<sup>th</sup> graders (ex. students in 8<sup>th</sup> grade taking Algebra I for high school credit will be exempted from 8<sup>th</sup> grade STAAR Math testing and will take the Algebra I EOC instead.)

### **Evaluating Student Performance and Corrective Action**

Interim student progress will be measured three times per year using the MAP test, allowing individual student academic growth to be monitored and individual as well as group interventions to be developed. This will supplement the ongoing formative assessments that are designed as part of the curricular/instructional program and units of study. At all levels in the school, a strong Response to Intervention system will be developed, focusing on high quality Tier I instruction and offering individualized as well as small group Tier II interventions, both within the school day and in enrichment settings that extend the school day where needed. As specific students need more intensive intervention based upon identified learning disabilities or other learning challenges, a push-in system of special education will be utilized to provide maximum support in the mainstream setting.

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.

## **GOVERNANCE AND DECISION-MAKING PLAN**

### **Governing Body and Its Duties**

Ogden Residency Lab School will operate as an in-district charter under the governance of the Relay Lab Schools Texas Board. The Relay Lab Schools Texas Board will be the primary governing body, making decisions for campus-based programming. The Executive Director of Relay Lab Schools Texas will oversee the day-to-day operations and management of Storm Elementary Lab School in accordance with the Partnership Agreement between the district and Relay Lab Schools Texas. The principal shall be the instructional leader of the school and shall exercise the authorities granted in Exhibit B and in the Partnership Agreement between Relay and the district.

### **Governance and Management Relationship**

The San Antonio Independent School District will partner with Community Education Partners, and Relay Graduate School with support from a Chief Officer for Innovation. The Relay Lab Schools Texas Board, along with its Executive Director and the campus principal will ensure that Ogden Residency Lab School 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 Relay Lab Schools Texas leadership 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.

### **Policies and Waivers**

#### 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. Ogden Residency Lab School requests Board approval to waive DK(LOCAL) to remove restrictions on principals' ability to hold meetings after work hours.

#### Class Size

Ogden requests a waiver from the district's staffing ratio to allow Relay to determine class sizes.

### Conference Periods

DL(LEGAL) indicates teachers are entitled to 450 minutes in each two-week period for instructional preparation including parent-teacher conferences, evaluating students' work, and planning. It also specifies that teachers may not be required to participate in other activities during this time. Ogden Residency Lab School requests an exemption from this policy to allow for teacher collaboration during this time.

### Curriculum and Instruction

Relay Lab School at Ira C. Ogden Elementary School requests an exemption from district requirements related to curriculum and instruction. Relay Lab School at Ira C. Ogden Elementary School will develop a cohesive sequence of learning experiences that support its design commitments and which will align with state requirements. In addition, Relay Lab School at Ira C. Ogden Elementary School will select instructional materials, determine the timing and content of benchmarks, and select which district-wide curricular initiatives the school participates in. This waiver is essential in developing and maintaining consistency and coherence with the charter initiatives outlined in this application and is applicable to all students, including those identified as gifted and talented, English-language learners, at-risk, and other special populations.

### Extended Day

Ogden reserves the right to adopt a daily schedule that may vary from other district campuses and could potentially require teachers to work beyond a 7.5 hour-day. Policy DK(LOCAL) requires teachers to be on duty for a maximum of 7.5 hours per day. Ogden requests Board approval to waive DK(LOCAL) to allow teachers to work beyond the maximum number of hours per day. Employees will be compensated for additional time if the schedule requires time beyond 7.5 hours per/day.

### Extended Year

Ogden reserves the right to adopt an extended year, campus-based calendar that will most likely deviate from the district calendar. The campus will do its due diligence in soliciting feedback from families and the governing board about any proposed changes to the calendar. If there are other district schools using an extended year calendar, Ogden will make every effort to align their

calendar accordingly to maximize the use of district resources. Ogden requests an exemption from Board Policy EB(LEGAL) which states that a district may not begin instruction for students for a school year before the fourth Monday in August unless the district operates a year-round system.

### 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. Ogden Residency Lab School requests Board approval to be exempt from the E3 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 does not have to be 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.

### Professional Development

The Relay Lab School at Ira C. Ogden Elementary School 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.

### Teacher Appraisal

Ogden reserves the right to use the performance appraisal system adopted by the district for teachers and administrators or develop its own system.

### Additional Policy Waivers

The Relay Lab School at Ira C. Ogden Elementary School shall be exempt from additional district policies as set forth in the Agreement between the district and Relay Lab Schools Texas.

### **Community Involvement**

Relay Lab School at Ira C. Ogden Elementary School 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. Relay Lab School at Ira C. Ogden Elementary School 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.

### **Communication**

Relay Lab School at Ira C. Ogden Elementary School will disseminate information through monthly newsletters, the school website, campus marquee, automated telephone or email messages, principal coffees, and parent/teacher organization meetings.

## **ENROLLMENT AND WITHDRAWAL PROCEDURES**

### **Enrollment procedures**

Relay Lab School at Ira C. Ogden Elementary School will be an in-district charter school serving children in grades PK-8. The school will primarily serve those students residing within the Ogden neighborhood. However, as an in-district charter school, 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 exceeds 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.

## **Withdrawal procedures**

Student withdrawal procedures will follow SAISD policies and procedures. Prior to withdrawal, a school liaison appointed by the school principal will meet with the parent/ guardian to discuss options for the student and to address any concerns the parent may have had which led to the student withdrawal.

## **PEIMS REPORTING PLAN**

The San Antonio Independent School District will submit to TEA to start a new school with a new PEIMS number for Ogden given its agreement with the Relay Graduate School of Education. Ogden Residency Lab School will follow district policies and procedures for PEIMS (Public Education Information Management System) as outlined by District Administrative Procedures and by PEIMS guidelines.

## **DISCIPLINE PROGRAM AND PROCEDURES**

Ogden will adhere to the “Student Code of Conduct” as outlined by the district in the then-current San Antonio Independent School District-Student Handbook. Ogden reserves the right to tailor the Student Handbook to align with its program.

## **SAFETY AND SECURITY**

Relay Lab School at Ira C. Ogden Elementary School will follow the current SAISD procedure for safety, security and emergency evacuation as outlined in the Emergency Response Guide.

Evacuation Sites:

- School parking lots
- Christ the King

## **FACILITIES AND TRANSPORTATION PLAN**

### **Facilities**

Relay Lab School at Ira C. Ogden Elementary School is 96,000 square feet. The 2010 Bond program replaced the original building that was constructed in 1923 with a two-story classroom building completed in 2015 comprised of 47 classrooms, 2 science labs, 2 computer labs, 1 art

room, 1 music room, and a library. The main building includes offices, a kitchen and a cafeteria. The PE facility (stand-alone air conditioned gymnasium) constructed in 2000 as a result of the 1997 Bond remains. The site also includes three parking lots for staff and visitors.

### **Maintenance plan**

Relay Lab School at Ira C. Ogden Elementary School will use the SAISD maintenance plan which includes scheduled cleaning, landscaping, and repairs.

### **Transportation**

Relay Lab School at Ira C. Ogden Elementary School will serve primarily as a neighborhood school and will follow established district transportation guidelines. Transportation will not be provided to Relay Lab School at Ira C. Ogden Elementary School for students who reside outside of the Ogden attendance zone; parents will be required to commit to providing transportation.

## **EMPLOYMENT PLAN**

### **Qualification and classifications of employees**

All current teaching staff at Ogden will need to reapply to the school and meet the selection criteria set by Relay Lab Schools Texas to remain at the campus. Teachers meeting evaluation standards, but not selected for Ogden will be assigned to other district campuses. Each employee will receive copies of the charter application and the specific charter requirements for assignment, reassignment and rescission of assignment.

### **Compensation schedule and benefits**

Each employee will follow the compensation and benefits schedule for the district.

### **Recruitment and selection procedures**

The principal will seek a highly dedicated staff with the greatest success rates and strongest commitments to education.

The principal will follow the basic hiring process for hiring in SAISD which includes pre-screening by district personnel with the addition of the following requirements for every applicant to Ogden Residency Lab School:



- Interview with a campus screening committee and grade level
- Meet with principal to discuss program expectations, obligations of employment, and waivers of policies and procedures in a charter school
- Upon acceptance, applicants understand that as an employee they are committing to implementing the expectations of working in the charter school. Applicants further understand that charter schools are not subject to the same legal requirements as the district and that certain employee rights and benefits may be affected. These changes in applicable law and policy will serve as a novation to any existing employment contract and by accepting assignment to Ogden, applicants accept the novation. The campus will create a social contract that reviews and sets expectations yearly to ensure commitment from the staff.

### **Hiring and dismissal procedures**

Relay Lab Schools Texas shall have sole authority to assign, reassign, and rescind the assignment of district personnel to/from Relay Lab School at Ira C. Ogden Elementary School. The district will follow state law and board policy addressing dismissal of contract employees and will follow district policies regarding dismissal of at will employees.

### **Process for handling employee complaints**

The process for handling employee grievances will follow district policy and procedures.

## **OPERATIONAL AND FINANCIAL PLAN**

### **Financial duties of principal**

The charter will maintain a close working financial and operational relationship with the district. For all regulations regarding operations and finances, Relay Lab School at Ira C. Ogden Elementary School 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.

**Feasibility**

Relay Lab School at Ira C. Ogden Elementary School is economically feasible and will rely on local, state, and federal financial allocations received as a result of enrollment and program participation. Relay Lab School at Ira C. Ogden Elementary School will enhance the opportunity to apply for outside funds through the SAISD Grants & Development Administration.

**Annual audit of the financial and administrative operations**

Relay Lab School at Ira C. Ogden Elementary School will follow SAISD policies and procedures pertaining to financial and administration operations.

**Business services**

Relay Lab School at Ira C. Ogden Elementary School will use the business services provided by SAISD.

## **APPENDIX: Exhibit B of the CEP Grant Agreement with SAISD**

### **Authorities Granted to the Principal**

1. Select and assign Ogden Residency Lab School staff (including Mentor Teachers, Teacher Residents and Principal Fellows) in coordination with SAISD and Relay;
2. Coach and evaluate staff in order to support growth of instructional practices and track performance;
3. Independently identify for reassignment staff not meeting expectations; whereupon, SAISD will, in its discretion, promptly either reassign such staff within SAISD or transition such staff out of SAISD if the Ogden Residency Lab School Principal recommends termination or nonrenewal;
4. Design and administer the budget for the Ogden Residency Lab School;
5. Evaluate and recommend Stipend Incentives for eligible staff for approval in consultation with SAISD, Relay and CEP;
6. Design the use of professional learning time to meet the needs of the Ogden Residency Lab School and the SAISD's need for accountability and compliance with certain regulations;
7. Decide upon and manage how teachers plan, deliver and assess the Ogden Residency Lab School curriculum in accordance with Texas education standards and targeting high-performing outcomes for all students. This includes the design of the curriculum in alignment with state requirements, the selection of instructional materials, and the timing and content of SAISD-required benchmarks (so that the "taught curriculum" drives benchmarking design and implementation that is contextualized for the Ogden Residency Lab School);
8. Determine the minimum class size ratio and assign teachers to classrooms accordingly;
9. Manage Ogden Residency Lab School enrollment and student recruitment, administering practices according to enrollment policies defined at the Ogden Residency Lab School;
10. Design the Ogden Residency Lab School calendar and daily schedule to support the unique school approach and support high-performing outcomes for all students;
11. Design, develop and manage the Ogden Residency Lab School's professional culture and academic student culture in support of high-performing outcomes for all students;
12. Customize staffing roles in alignment with the mission of the Ogden Residency Lab School;

13. Provide differentiated development and supports for staff according to school-design needs;
14. Design and administer Ogden Residency Lab School-wide behavior policies and practices in support of envisioned cultural expectations and in alignment with SAISD's Code of Conduct, applicable Texas law and the rules of the Texas Education Agency (*TEA*);
15. Design and administer Ogden Residency Lab School operational and logistical practices;
16. Engage the broader school community (families, parents, guardians, etc.) in the work of the Ogden Residency Lab School; and
17. Access transportation within and beyond the school day for learning beyond the walls of the Ogden Residency Lab School.