

Houston Independent School District

Local Campus Partner Application

Partner Applicant:

HSPVA Friends

HSPVA
FRIENDS

**Supporting Kinder High School
for the Performing and Visual Arts**

School:

Kinder High School for the Performing and Visual Arts

HSPVA

**Kinder High School for the
Performing and Visual Arts**

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Applicant Information

Name of Applicant Organization	HSPVA Friends
Primary Contact Person	Alene Coggin, Executive Director
Mailing Address	PO Box 52910, Houston, Texas 77052
Phone Number	713.874.0087
Email	acoggin@hspvafriends.org

Names, current jobs and employers, and proposed roles of all persons on applicant team

Full Name	Current Job Title and Employer	Position with Proposed School
Alene Coggin	Executive Director, HSPVA Friends	Executive Director/CEO
Dr. Priscilla Rivas	Principal, Kinder HSPVA	Principal/Chief School Officer
Oscar Perez	Assistant Principal, Kinder HSPVA	Assistant Principal
Jennifer Lankau Chase	Faculty Chair, Humanities, Kinder HSPVA	Chief Academic Officer
Rodolfo Morales	Faculty Chair, Instrumental Music, Kinder HSPVA	Faculty Chair, Instrumental Music
Jonathan Klein	Magnet Coordinator, Kinder HSPVA	Director of Admissions and Community Engagement
Matthew Jamison	Director of Strategic Engagement, HSPVA Friends	Director of Development
Patrice Wooten Hightower	Operations Manager, HSPVA Friends	Operations Manager

We plan to apply as a(n):

☒ **New Operator** (have not previously managed campuses): complete sections 1-4
☐ **Existing Partner** (have previously managed campuses and/or have an ESP or CMO): complete sections 1-5

Does this organization operate any other campuses in the United States?

☐ Yes ☒ No

If Yes, complete the table below and complete section 5

State	Authorizer	School Name	Year Operation Began	Most Recent School Rating
n/a	n/a	n/a	n/a	n/a

Does this applicant team have charter school applications under consideration by any other authorizer(s) in the United States?

☐ Yes ☒ No

If Yes, complete the table below

State	Authorizer	Proposed School Name	Application Due Date	Decision Date
n/a	n/a	n/a	n/a	n/a

Does this applicant team have new schools or campuses scheduled to open in the United States in the next five years?

☐ Yes

☒ No

If Yes, complete the table below

Planned School Name	City	State	Opening Date
n/a	n/a	n/a	n/a

Was this application completed by the operating partner and without assistance from the district or a district assigned vendor?

☒ Yes

☐ No

School Information

Proposed School / Campus Name		Opening Year	Grades: Year 1	Grades: At Capacity
Kinder High School for the Performing and Visual Arts		1971	9-12	9-12
Proposed Location				
School District <i>Identify the school district in which the charter school will be located.</i>		Houston ISD		
Address of Identified Facility <i>If applicable.</i>		790 Austin Street, Houston, Texas 77002		
Projected Student Enrollment Number			790	
Projected Demographic Information	% EcoDis: 25%	% SpEd: 3%	% EL: 1%	
Model / Specialty (Check all that apply)				
☐ Alternative	☐ Career / Technical Ed.	☐ Military	☐ Montessori	
☒ Arts	☐ College Prep	☐ Language Immersion	☐ STEM	
☐ Blended Learning	☐ Other (list):	☐ Disability (list):		

Name of Proposed Principal	Dr. Priscilla Rivas
Current Employment	Principal, Kinder HSPVA
Phone Number – Day	713.942.1960
Phone Number – Evening	281.804.1075
Email	privas@houstonisd.org

Section 1 - School Overview

Executive Summary

1. **Mission and Vision.** State the mission and vision of the proposed school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement describes how the school will operate and what success looks like for students. The mission and vision statement provide the foundation for the entire proposal, and taken together, should identify the students and community to be served and illustrate what success for students will look like.

Mission: By cultivating both artistic and academic excellence in a diverse environment, Kinder HSPVA builds the confidence and enthusiasm required for an accomplished creative future.

Philosophy & Vision: Kinder HSPVA creates space for personal freedom and accomplishment within a community that celebrates others' achievements. Our faculty and staff work with students on a human level that stimulates intellectual, artistic, and technical originality, in order to graduate people who can work independently and creatively. Kinder HSPVA also places high value on community, coupling students' sense of individual worth with a sense of responsibility to society and to each other.

A Legacy of Innovation: The creation of HSPVA in 1971 represented the first attempt by any public high school in the nation to correlate an academic program with concentrated training in the arts. It was also the first U.S. public school for the arts specifically used for racial desegregation purposes, becoming the pilot school for today's magnet school concept. As Kinder HSPVA prepares to celebrate its 55th year, it continues to celebrate what makes this institution one of the nation's most prestigious high schools: a proud heritage, dedicated staff, successful alumni, supportive parents, strong community partnerships, and – most importantly – talented, hardworking, and diverse students.

Like the school it supports, HSPVA Friends was one of the first institutions of its kind. It began in 1978 as a forward-thinking group of volunteers awarding scholarships to HSPVA students. In 1997, the organization embraced a profound mission expansion in order to address the school's need for budget stability with sustainable growth. In the years that followed, HSPVA Friends became a model for other school support organizations and continues to set the standard for public-private partnerships in arts education today.

Together, HSPVA Friends and Kinder HSPVA are ideally suited for an SB 1882 Innovation Partnership. HSPVA Friends exists because Kinder HSPVA's unique model requires a level of flexibility that is not possible within the district's centralized administrative systems and budgets. Since HISD broke new ground by establishing HSPVA 55 years ago, cities across the country have looked to Kinder HSPVA for inspiration as they created their own innovative programs. In order to remain the national leader in arts education, Kinder HSPVA must evolve to the higher level of autonomy it has earned over decades of demonstrated successes.

2. **Educational Need and Anticipated Student Population.** Describe the anticipated student population, students anticipated educational needs, and non-academic challenges the school is likely to encounter. Describe the rationale for selecting the location and targeting this student population.

Anticipated Student Population and Educational Needs: All students must audition for placement at Kinder HSPVA and are accepted into a single art area of focus. Recruitment efforts are intentionally designed to ensure that all interested HISD students and families—including students living below the poverty line, students who have struggled academically, students with disabilities, and other youth at risk of academic failure—have easy access to information and support throughout the application process. In auditions, Kinder HSPVA’s faculty looks for a student’s dedication to the pursuit of the arts. They look for students who are ready to develop their potential; they do not expect perfection.

Kinder HSPVA’s percentages of SpEd and emergent bilingual students are lower than the district average due to the highly specific arts conservatory-style instruction. The school does not house self-contained special education programs typical of comprehensive high schools. Instead, Kinder HSPVA operates a general education inclusion model, which reflects Kinder HSPVA’s commitment to inclusive practices that ensure students with diverse learning needs fully participate in and benefit from both the academic and arts conservatory components of the program once enrolled. More than 15 percent of the student body is served through Section 504 and receives accommodations.

Anticipated Non-Academic Challenges:

- ***Student recruitment:*** With funding for focused instruction in the arts diminishing in K-8 schools, it is imperative that Kinder HSPVA dedicate funds to community outreach to ensure that all students in HISD see HSPVA as an accessible high school destination.
- ***Social Emotional Learning:*** Kinder HSPVA must pay close attention to students’ emotional well-being, particularly related to balancing multiple responsibilities. The faculty and staff monitor the success of ninth-grade students who must quickly learn to balance the demands of both academic and art area courses. Increased autonomy through an SB 1882 partnership allows HSPVA to design scheduling and staffing structures that prepare students for the independence required in postsecondary education and beyond.
- ***Facility maintenance:*** The art area studios and performance venues on Kinder HSPVA’s campus require considerable maintenance, repairs, and upgrades.

Location: In January 2019, Kinder HSPVA made the highly anticipated move to its first fully custom campus, which is located in the center of Downtown Houston and accessible to students from every HISD ZIP Code. Located only six blocks from the Theatre District, the current campus has furthered Kinder HSPVA’s role as a pre-conservatory by deepening the school’s collaborations with Houston’s premier professional arts and culture organizations.

3. **Education Plan / Academic Model.** Provide an overview of the education program of the proposed school, including major instructional methods, assessment strategies, and non-negotiables of the school model. Describe the evidence that demonstrates the school model will be successful in improving academic achievement for the targeted student population.

Program Overview: Kinder HSPVA is fully accredited and provides a rigorous academic model; the major difference in the academic program is that this school offers the added ingredient of correlating the arts

with academics, rather than treating either as isolated disciplines. The arts offered for in-depth study are: Creative Writing, Dance, Instrumental Music, Theatre, Visual Arts, and Vocal Music. Students spend three hours every day in rigorous focused study in one art discipline with the balance of the day's study in academics, including honors and Advanced Placement coursework. Kinder HSPVA is committed to its role as a college preparatory school, making students aware of the variety of opportunities they have for future training at colleges or universities, advanced art institutes, and conservatories.

Major Instructional Methods and Assessment Strategies: Kinder HSPVA employs an instructional design framework centered on strong Tier 1 instruction to ensure all students meet or exceed the expectations of the Texas Essential Knowledge and Skills (TEKS) while developing critical thinking, problem-solving, and academic independence. Across content areas, teachers implement a Gradual Release of Responsibility model to move students from teacher-led instruction to guided practice and ultimately to independent application. Kinder HSPVA establishes annual student performance goals aligned to Texas state accountability systems. Academic goals are informed by TEKS-aligned benchmarks developed by teachers in each core content area. The campus also participates in state-provided interim STAAR assessments to monitor individual student progress and cohort performance. Teachers, instructional leaders, and administrators review assessment data to identify trends, strengths, and areas of need, which then inform quick responses via instructional planning, prescribed tutorials, and other targeted interventions.

Non-Negotiables in the School Model: Kinder HSPVA uses an audition-only admissions process; the school does not review academic records, standardized test scores, or information regarding IEPs and 504 plans when making admissions decisions. Students are accepted to a single art area. The full-time faculty is composed of equal numbers of academic and arts instructors who work as one team, supported by administrators with experience in both realms. In the arts, each department implements a vertically aligned, four-year pre-conservatory curriculum that is both broad and deep, increasing specialization and opportunities for advanced performance, production, and original work. A defining component of Kinder HSPVA's instructional framework is the intentional integration of professional artists as instructional partners within the school in addition to full-time faculty.

Proven Results: As a Partnership Campus, Kinder HSPVA will continue to earn an A accountability rating and meet or exceed state performance expectations, including maintaining Closing the Gaps results below 20 percent; in the 2024–2025 school year, the campus achieved a record-low achievement gap of 7 percent for African American students and 12 percent for Hispanic students.

Currently, Kinder HSPVA maintains a 100 percent graduation rate and a 100 percent College, Career, and Military Readiness (CCMR) rate. The College Board's 2024 AP School Honor Roll recognized Kinder HSPVA with Platinum status and the AP Access Award for expanding AP participation among underrepresented students. Students are annually recognized as National Merit Scholars (three in 2025) and YoungArts winners (21 in 2025—the highest number from any school in the country), and 32 alumni have been named U.S. Presidential Scholars in the Arts. The 184 members of the Class of 2025 received more than \$32 million in college scholarship offers.

4. **Leadership and Governance.** List the current members of the school's proposed leadership team and governing board, including their roles with the school and their current professional affiliations.

Full Name	Current Job Title and Employer	Position with Proposed School
Alene Haehl Coggin	Executive Director, HSPVA Friends	Executive Director & CEO
Dr. Priscilla Rivas	Principal, Kinder HSPVA	Principal & Chief School Officer
Janis Jarosz	Chief Brand Officer, Christian Brothers Automotive	Board Chair, HSPVA Friends
M. Kaye DeWalt	General Counsel, Aldine ISD	Board Secretary, HSPVA Friends
Frank Angelle	Owner, Kolache Factory Franchises; Retired EVP of Finance & Strategy, Cemex	Board Treasurer, HSPVA Friends
Patricia Bonner	Retired Chair, Kinder HSPVA Vocal Music Department	Board Member, HSPVA Friends
Hon. Grant Dorfman	Presiding Judge, Texas Business Court	Board Member, HSPVA Friends
Angie Eason	Director, Internal Communications and Engagement, CenterPoint	Board Member, HSPVA Friends
Anna Eastman	Licensed Master Social Worker; Former Texas State Representative; Former HISD Trustee	Board Member, HSPVA Friends
Hon. Andrew Edison	United States Magistrate Judge for the Southern District of Texas	Board Member, HSPVA Friends
Sally Edmundson	Actor and Philanthropist	Board Member, HSPVA Friends
Cristina Esquivel	Director, Asset Management, Griffin Partners	Board Member, HSPVA Friends
Dr. Catherine Horn	Dean, University of Houston College of Education	Board Member, HSPVA Friends
Josh Pazda	Partner, Josh Pazda Hiram Butler Gallery	Board Member, HSPVA Friends
Kimberly Hickson Spaw	Retired Principal Architect	Board Member, HSPVA Friends

Enrollment Summary

1. Complete the table below, illustrating the growth plan for the school. Indicate the school year (e.g., for Year 1, change 20xx to 2024) for each column.

Grade Level	Number of Students					
	Year 1 2026- 2027	Year 2 2027- 2028	Year 3 2028- 2029	Year 4 2029- 2030	Year 5 2030- 2031	At Capacity
9	200	200	200	200	200	200
10	205	198	199	198	198	198
11	215	203	197	197	197	197
12	181	213	201	196	195	195
TOTAL	801	814	797	791	790	790

2. Briefly describe the rationale for the number of students and grade levels served in Year 1 and the basis for the growth plan as outlined in the table.

Although Kinder HSPVA currently enrolls more students than the campus was originally designed to support (750), the school is intentionally moving toward a sustainable enrollment target of approximately 790 students. Prior enrollment projections were informed by traditional demographic models that prioritize building square footage and population trends; however, these models do not accurately reflect the unique design and instructional needs of an arts conservatory setting. Because the HSPVA facility includes multiple performance venues and specialized arts spaces, not all square footage translates to traditional classroom capacity. As a result, prior projections led to over-enrollment, which, while financially

protective at the time, has begun to place strain on program quality—particularly within the arts, where student-to-teacher ratios and cohort sizes are critical to effective instruction.

The enrollment figures outlined in the table may reflect a gradual decrease over time; however, this is a strategic effort to right-size the campus rather than reduce access. Currently, a small number of oversized cohorts are progressing through the grade levels. As these cohorts graduate, incoming ninth-grade classes will be more intentionally calibrated to align with programmatic capacity, ultimately stabilizing enrollment at approximately 790 students. This number reflects a realistic balance between budget sustainability, available space, and the preservation of high-quality instruction across both academic and arts programs.

Additionally, as an arts-focused campus, Kinder HSPVA must maintain balanced cohorts across grade levels and artistic disciplines to ensure viable ensembles (e.g., balance of instruments in an orchestra), course offerings within specialized strands, and meaningful performance opportunities. Cohort balance is essential to sustaining equitable access to instruction and a coherent progression of skills within each art area, and therefore directly informs all enrollment decisions. Any future growth would be contingent upon available space, staffing capacity, and the ability to maintain the integrity of conservatory-style arts instruction alongside rigorous academic coursework.

Section 2 – Educational Program

A strong Educational Program is coherent and aligned with the school's mission and vision, Operations Plan, and Financial Plan.

Curriculum and Instructional Design

1. Provide the following:

a. A curriculum aligned to state standards that includes a scope and sequence for each grade level and/or content area to be used at the school(s):

Academic Curriculum and Instructional Design

Kinder High School for the Performing and Visual Arts (Kinder HSPVA) will continue to implement a rigorous curriculum aligned to the Texas Essential Knowledge and Skills (TEKS) across all core academic content areas. **As an audition-based campus, Kinder HSPVA does not review students' grades, discipline records, or educational labels during the admissions process; students are selected solely on the quality of their artistic audition. As a result, students enter with a wide range of academic experiences and prior preparation, and instructional design must be intentionally structured to ensure access, rigor, and growth for every learner.**

To meet this need, instructional design will ensure vertical alignment throughout content areas as well as mastery of grade-level and course-specific expectations. The creation of the Chief Academic Officer position will allow Kinder HSPVA to sustain current academic success while continuing to support each teacher in developing and maintaining a comprehensive scope and sequence aligned to relevant standards (TEKS and/or College Board standards) for their respective course(s). This autonomy, paired with strong academic oversight, provides the opportunity to embed artistic themes into appropriate academic courses (such as music and visual arts in social studies courses, theatre design in math courses, or creative writing in Language Arts).

This plan reflects deliberately constructed frameworks that sequence standards and instructional priorities while ensuring both academic rigor and meaningful arts integration across all aspects of the student experience at Kinder HSPVA.

Benchmark assessments and student progress monitoring will provide data to ensure comprehensive TEKS coverage. For Advanced Placement courses, Kinder HSPVA will continue to utilize College Board–approved curricula and frameworks to ensure fidelity to AP course requirements and alignment to AP exam expectations. Adherence to scope and sequence documents will be tracked and evaluated throughout the academic year to ensure intervention when required. This approach supports both accountability measures and long-term college readiness, while also supporting the mission and vision of Kinder HSPVA. Curriculum and instruction will prepare students for success on state assessments as well as postsecondary benchmarks including the SAT, ACT, TSIA, and Advanced Placement coursework. This curriculum design

model balances state compliance with instructional autonomy, allowing educators to tailor instruction to the needs of a high-performing student population while maintaining clear alignment to state standards and college-readiness outcomes.

Expanded campus-level autonomy regarding staffing would support innovation in academic instructional design. Additional staffing allows the addition of course offerings that expose students to the many ways that the arts impact career paths of the future and will provide opportunities for students to envision how an arts background can be used in many fields. Pathways such as marketing and advertising in business, user experience/user interface, game design and interactive media, architecture and industrial design, medical illustration and visualization, intellectual property law, and many more demonstrate how an arts foundation strengthens careers that merge creativity with academics. Expanded interdisciplinary coursework and site-based learning will help prepare our students for their future. Taking advantage of Houston's offerings through site-based learning visits to industries that lean heavily on creative work will allow our students to see the relevance of academic coursework to their future.

A core component of what makes Kinder HSPVA unique is this integration of arts and academic education. While state and/or College Board requirements and standards will drive the baseline expectations of academic instruction, performing and visual arts concepts will play a central role in core academic instruction, consistent with Kinder HSPVA's mission. Integration will be achieved through purposefully chosen arts-based examples as indicated above (e.g. theatre design in math courses), which will continue to foster strong collaborative relationships between academic and arts faculty.

Academic Course Offerings (current and possible)

Italicized and bolded courses fulfill STAAR preparation requirements

Greater staffing autonomy would allow Kinder HSPVA to expand academic course offerings, providing students with increased choice while maintaining the school's strong commitment to its arts mission. Currently, Kinder HSPVA's arts programming appropriately requires a significant allocation of staffing and resources in order to fulfill the school's mission.

First-year students are offered only pre-AP English I at Kinder HSPVA so that all students, regardless of prior academic offerings at their middle schools, can experience higher level coursework. As a result, faculty is able to identify students with AP potential early on in their high school education to encourage more students to take challenging coursework. This model is implemented with significant individual support to students who require it.

Science

Biology (TEKS based)

Pre-AP Biology (TEKS and College Board based)

Chemistry (TEKS based)

Pre-AP Chemistry (TEKS and College Board based)

Physics (TEKS based)

AP Physics I (TEKS and College Board based)
Earth Systems Science (TEKS based)
AP Biology (College Board based)
Environmental Systems (TEKS based)
AP Chemistry (College Board)

Possible additional courses

Aquatic Science (TEKS based)
Specialized Topics in Science (TEKS based)
AP Physics C: Electricity and Magnetism
AP Physics C: Mechanics
AP Environmental Studies

Mathematics

Algebra I (TEKS based)
Geometry (TEKS based)
Pre-AP Geometry (TEKS and College Board based)
Algebra II (TEKS based)
Pre-AP Algebra II (TEKS and College Board based)
Pre-AP Calculus (TEKS and College Board based)
AP Calculus (College Board based)
AP Statistics (TEKS and College Board based)
Algebraic Reasoning (TEKS based)

Possible additional courses

Mathematical Models (TEKS based)
Advanced Quantitative Reasoning (TEKS based)
AP Computer Science

English Language Arts

Pre-AP English I (TEKS and College Board based - all students take Pre-AP English I their first year at HSPVA)
English II (TEKS based)
Pre-AP English II (TEKS and College Board based)
English III (TEKS based)
AP Language and Composition (English III TEKS and College Board based)
English IV (TEKS based)
AP Literature and Composition (English IV TEKS and College Board based)

Possible additional courses

Visual Media Analysis and Production (TEKS based)
Literary Genres (TEKS based)

Public Speaking (TEKS based)

Debate (TEKS based)

Social Studies

World Geography (TEKS based)

AP Human Geography (TEKS and College Board based)

World History (TEKS based)

AP World History: Modern (TEKS and College Board based)

United States History Since 1877 (TEKS based)

AP United States History (TEKS and College Board based)

Economics with Emphasis on the Free Enterprise System and Its Benefits (TEKS Based, ½ credit)

AP Macroeconomics (TEKS and College Board based) ½ credit

United States Government (TEKS based, ½ credit)

AP United States Government and Politics (TEKS and College Board based, ½ credit)

AP Psychology (TEKS and College Board based, ½ credit)

AP European History (College Board based)

Possible additional courses

AP Comparative Government and Politics (College Board based, ½ credit)

AP Microeconomics (College Board based, ½ credit)

AP African American Studies (TEKS and College Board based)

Sociology (TEKS based, ½ credit)

Personal Financial Literacy (½ credit)

Ethnic Studies: Mexican-American Studies

Special Studies in Social Studies (TEKS based)

Languages Other Than English

Spanish I (TEKS based)

Spanish II (TEKS based)

Spanish III Honors (TEKS based)

French I (TEKS based)

French II (TEKS based)

AP Spanish IV Language and Culture (College Board based)

Possible additional courses

French III (TEKS based)

AP French Language and Culture (College Board Based)

AP Spanish Literature and Culture (College Board Based)

Arts Curriculum and Pre-Conservatory Instructional Design

As a campus founded on a pre-conservatory model, Kinder High School for the Performing and Visual Arts (Kinder HSPVA) maintains a vertically aligned, four-year arts curriculum across all fine arts disciplines that is intentionally sequenced to build technical skill, artistic literacy, and professional readiness. Each arts program is designed as a cumulative course of study in which learning deepens year over year; as such, continuous enrollment and sustained participation across all four years is essential to student growth and success. Each year's instruction builds directly upon prior technical, conceptual, and performance-based competencies. This model ensures that graduates leave Kinder HSPVA prepared to compete at the postsecondary level in collegiate arts programs, conservatories, and professional creative industries.

CREATIVE WRITING DEPARTMENT

The Creative Writing Department offers students a strong foundation of writing craft and literary history so that they can develop their unique voices. Students are introduced to multiple genres, including poetry, fiction, screenwriting, spoken word, dramatic writing, and experimental forms. To enhance their work, students also take courses in acting, digital storytelling, and publishing and editing. As students advance, coursework becomes increasingly specialized and project-based, culminating in a senior recital showcasing each student's individual body of work.

Creative Writing course offerings by grade level include:

- **9th Grade:** Reading Like a Writer, Introduction to Poetry, Introduction to Fiction, Tactile Techniques, Spoken Word
- **10th Grade:** Sophomore Writing Workshop, Introduction to Playwriting, Acting for Writers, Photography for Writers, Introduction to Screenwriting, Social Justice Writing
- **11th and 12th Grades:** Advanced Workshops in Fiction, Poetry, Playwriting, and Screenwriting, Moving Stories, Literary Performance, Senior Workshop, Idea Development, and electives including Horror Writing, Interactive Fiction, The Art of Adaptation, Experimental Forms, Asian-American Stories, Creative Non-Fiction, Fans of Fandom, Game Design, Children's Book Illustration, Latinx Writers, Podcasting, Songwriting, and TV Writers' Room

DANCE DEPARTMENT

The Dance Department offers students broad training in multiple dance traditions and techniques, including ballet, modern dance, jazz, musical theatre, tap dance, dance photography, dance history, and choreography, and composition. Dance students also learn the necessary skills a successful professional dancer must develop, including self-discipline, independence, and the art of advocacy both individually and for the arts in society. The Department produces two main stage repertory concerts each year, in addition to class showcases and senior recitals of original choreography.

Dance course offerings by grade level include:

- **9th and 10th Grades:** Ballet, Modern Dance, Technical Production Crews, Dance Nutrition, Dance History, Pointe, Dance Composition, Jazz Dance, Tap Dance, Musical Theatre, West African, Graham Technique, Horton Technique

- **11th and 12th Grades:** Ballet, Modern Dance, Pointe, Concert Repertory, Dance Composition, Jazz Dance, Tap Dance, Improvisation, Modern Dance Partnering, Dance Conditioning, Dance Photography, Senior Solo Project

INSTRUMENTAL MUSIC DEPARTMENT

The Instrumental Music Department provides specialized pathways in Band, Classical Piano, Jazz, Mariachi, and Orchestra. Additionally, the Department offers instruction in chamber music, music theory, composition, improvisation, music history, music production, ear training, instrumental technique, music entrepreneurship and career paths, and introductory piano for all musicians. Students develop technical mastery of their instruments alongside collaborative ensemble skills. The Department produces a full season of concerts, recitals, and showcases, allowing students to hone their performance skills to a professional standard.

The Department boasts the largest high school chamber music program in the nation. Chamber music is essential for students pursuing music professionally. Each musician plays an individual part without a conductor, sharing leadership responsibilities and honing active listening and collaboration skills. The Chamber Music Program is administered through a partnership between HSPVA Friends and AFA, Houston's premier music education non-profit. AFA's professional teaching artists coach ensembles throughout the school day year-round, providing conservatory-level instruction built directly into students' core music curriculum.

Instrumental Music courses by ensemble include:

- **Band:** Percussion/Woodwind/Brass Techniques, Music Theory, Symphonic Band, Music History (Symphonic or Jazz)
- **Classical Piano:** Keyboard Skills, Collaborative Piano (with Band or Vocal Music), Music Theory, Piano Pedagogy, Music History
- **Jazz:** Jazz Fundamentals, Improvisation, Rhythm Section, Percussion/Woodwind/Brass Techniques, Jazz History
- **Mariachi:** Mariachi Fundamentals, Mariachi History and Styles, Theory/Solfege, Strings/Brass/Armonia/Singing Techniques
- **Orchestra:** Upper/Lower Strings, Full Strings, Symphony Orchestra, Class Piano, Music Theory, Music History

THEATRE DEPARTMENT

The Theatre Department expects all students to participate actively in all facets of theatrical production. In their first two years in the program, students study acting, voice and movement for actors, design, theatre history, musical theatre, dramaturgy, playwriting, directing, and stage management. At the end of their second year, students choose an area of focus – acting, musical theatre, or tech/design – in which to specialize for their final two years of study. In addition to extensive performance and production experience, students receive individualized audition prep and portfolio development for college auditions. The Department produces a full season of main stage shows, class showcases, and workshop performances.

Theatre course offerings by grade level may include:

- **9th Grade:** Acting I Fundamentals, Improvisation, Monologue Foundations, Stanislavski System, Script Analysis, Theatre History, Uta Hagan System, Costume Construction, Design Theory, Drafting, Stagecraft, Musical Theatre I – Voice and Acting, Musical Theatre Dance Fundamentals, Musical Theatre Harmonizing
- **10th Grade:** Acting II Fundamentals, Shakespeare Scene Study, Stage Combat, Suzuki System for Acting, Swing/Understudy Technique, Viewpoints/Laban Technique, Voice and Diction, Advanced Stagecraft, Costume Design, Lighting Design, Make-Up Design, Scenic Painting, Sound Design, Stage Management, Technical Direction, Musical Theatre II- Voice and Acting
- **11th and 12th Grades:** Audition/Acting for Film, Classic Film Study, Contemporary Film Study, College Audition Prep, Scene Study Analysis, Sketch Comedy, Stand-Up Comedy, Voice Over Acting, CAD/Animation, Color Theory, Drawing, Model Making, Pattern Making, Musical Theatre Scene Study, Musical Theatre Advanced Dance, Playwriting, UIL Design

VISUAL ARTS DEPARTMENT

The Visual Arts Department's curriculum mirrors top arts conservatories' fine arts programs. Coursework introduces students to a wide range of artistic media, techniques, and conceptual approaches. In their first two years, students learn foundational skills in drawing, painting, sculpture, digital media, and mixed media, as well as art history and principles of peer-to-peer critique. In their second two years, instruction becomes increasingly specialized, and students focus on creating an artist's statement and building their own body of work. The program culminates in a senior show, which students independently curate and install in the art gallery.

Visual Arts courses by grade level may include:

- **9th Grade:** Art Awareness, Digital Literacy, Drawing, Elements and Principles of 2D and 3D Design
- **10th Grade:** Art Criticism, Ceramic Sculpture, Design, Digital Photography, Drawing, Graphic Design, Introduction to Documenting, Introduction to Video, Mixed Media, Painting, Wood and Metal Shop Skills
- **11th Grade:** Art History: Ancestry, Independent Studio, Experimental Drawing, Figure Drawing, Professional Skills
- **12th Grade:** Art History; Contemporary Issues, Independent Studio, Professional Skills
- **Advanced electives** may include: Animation, Filmmaking, Graphic Design, Narrative Studies, Painting, Performance Art, Printmaking, Sculpture, Sound Art, Textiles, Welding

VOCAL MUSIC DEPARTMENT

The Vocal Music Department offers pre-professional training in a variety of styles and traditions, including classical, musical theatre, jazz, contemporary, and ensemble choral singing. Singing instruction is complemented by coursework in music theory, sight-singing, ear training, and introductory piano to strengthen musicianship and technical understanding. Each year, the Department presents two main stage concerts, a series of pop and classical concerts, and capstone senior recitals.

Vocal Music course offerings by grade level may include:

- **9th Grade:** Voice I (Italian, German, English art songs), Vocal Music Fundamentals, Music Theory I, Piano I
- **10th Grade:** Voice II (French, Italian, German, English art songs), Music Theory II, Music History I, Piano II, Acting for Singers, Dancing for Singers
- **11th Grade:** Junior Studio (Golden Age and Contemporary Musical Theatre, Arias and Oratorios, Jazz), Music History II, Acting for Singers, Introduction to Songwriting
- **12th Grade:** Senior Lab (all styles culminating in the senior recital), Advanced Songwriting, Audio Production, Opera Workshop, Musical Theatre Workshop, Contemporary Workshop
- **Vocal Music ensembles:** Chorale, Concert Singers, Treble Singers, Tenor/Bass Singers, Young Performers, Madrigals

The Pre-Conservatory Model: Personalized Mentorship and Professional Pathways

A defining component of Kinder HSPVA's instructional framework—and a key contributor to its sustained academic and artistic success—is the intentional integration of professional artists as instructional partners within the school. In addition to full-time faculty, Kinder HSPVA regularly engages working artists from the local, national, and international arts community to serve as adjunct instructors and visiting artists across all arts disciplines. These artists bring current industry expertise, diverse artistic perspectives, and specialized niche skills into classrooms, studios, rehearsal spaces, and performance settings. Their involvement enhances curriculum relevance, exposes students to multiple artistic methodologies, and ensures instruction reflects contemporary professional standards.

This model allows arts departments to offer a depth and breadth of instruction that would not be possible through a single instructor alone. Budgetary resources are intentionally allocated to support this adjunct and visiting artist model, recognizing it as a high-impact instructional strategy rather than a supplemental enrichment activity. The presence of professional artists strengthens instructional rigor, supports differentiated learning, and reinforces Kinder HSPVA's pre-conservatory approach by situating student learning within authentic artistic practice. This framework has contributed to the school's national reputation for excellence and ensures that students are prepared not only to meet state academic standards, but also to compete successfully in collegiate, conservatory, and professional arts pathways.

Houston's professional arts organizations view Kinder HSPVA as the city's launchpad for emerging talent. As such, Kinder HSPVA enjoys longstanding partnerships with Houston's premiere cultural institutions, including Houston Grand Opera, Houston Symphony, Performing Arts Houston, the Alley Theatre, the Hobby Center, Theatre Under the Stars, Da Camera, Houston Public Library, Contemporary Arts Museum Houston, the Jung Center, and Discovery Green as well as the downtown business community. Perhaps the most integrated partnership is with AFA, Houston's largest provider of classical music education, which provides a robust four-year curriculum in chamber music for Kinder HSPVA's Instrumental Music students.

Across all arts disciplines, Kinder HSPVA remains committed to ongoing curriculum review and refinement to ensure relevance in an evolving artistic and technological landscape. As advances in technology and

creative industries reshape the arts, each department annually evaluates its curriculum to ensure students graduate with the technical skills and professional competencies necessary to succeed in postsecondary programs and contemporary artistic careers. This intentional, forward-looking approach reinforces Kinder HSPVA's mission to develop highly skilled artists prepared for the demands of the modern creative world.

b. A plan for selecting and implementing High Quality Instructional Materials, including what materials will be used at the campus(es):

Selection and Implementation of High-Quality Instructional Materials for Academics

Kinder High School for the Performing and Visual Arts (Kinder HSPVA) will implement a strategic yet flexible approach to the selection and implementation of high-quality instructional materials that aligns with state standards and requirements while also reflecting campus instructional priorities and the unique needs of an arts-integrated high school program. Through increased autonomy afforded by an SB 1882 partnership, Kinder HSPVA will strengthen instructional coherence and innovation by implementing a Chief Academic Officer (CAO) role to provide centralized instructional leadership and oversight.

The CAO will coordinate comprehensive instructional materials review processes that include curriculum review groups composed of diverse stakeholders. Academic curricular materials will be sourced from the most recent Texas State Board of Education (SBOE) Instructional Materials Review and Approval (IMRA) cycles to ensure that Kinder HSPVA utilizes materials vetted to cover 100% of Texas Essential Knowledge and Skills (TEKS) requirements as well as applicable English Language Proficiency Standards (ELPS). This process ensures compliance while maintaining high standards for rigor, accessibility, and alignment.

Beyond these baseline curricular materials, teachers will retain professional autonomy to select IMRA-approved instructional resources in addition to other peer reviewed or pedagogically sound material that best support mastery within their specific content areas. This autonomy honors teachers as content experts and allows instruction to remain responsive to student needs and disciplinary best practices. Kinder HSPVA's longstanding record of academic success is due in part to this balance between centralized coherence and instructional flexibility at the classroom level.

To ensure horizontal and vertical alignment across content areas and consistency year over year, the CAO will also provide ongoing oversight of the implementation and use of selected materials. This includes monitoring alignment, supporting effective instructional use, and ensuring continuity across grade levels and courses. The CAO will maintain current knowledge of SBOE curricular requirements while also remaining informed about emerging instructional materials, digital platforms, and educational technologies that enhance student engagement, accessibility, and instructional effectiveness.

In addition to TEKS-based courses, certain offerings—particularly Advanced Placement (AP) courses—will utilize College Board–approved frameworks and resources to ensure alignment with AP standards and exam expectations. When AP courses overlap with SBOE-required courses, the CAO will work in partnership with content teachers to ensure that both AP standards and TEKS are taught. All instructional

materials will be research-based and available in a variety of digital and print formats to accommodate diverse learners. Materials are selected based on alignment to standards, depth of knowledge, accessibility, and relevance to college and career readiness.

Through SB 1882 autonomy, this instructional materials strategy allows Kinder HSPVA to remain compliant, coherent, and innovative—leveraging centralized leadership, teacher expertise, and emerging instructional resources to sustain high-quality, future-ready academic instruction.

Selection and Implementation of High-Quality Instructional Materials for the Arts

Kinder High School for the Performing and Visual Arts (Kinder HSPVA) will select and implement high-quality instructional materials for all arts disciplines in alignment with its pre-conservatory instructional model and sequenced course pathways. Arts faculty, as content-area experts and practicing artists, retain professional autonomy to identify and utilize discipline-specific instructional resources that support technical skill development, artistic literacy, and alignment to professional and postsecondary expectations.

Instructional materials for the arts include, but are not limited to, professional texts, musical scores, scripts, choreographic works, visual art exemplars, and digital platforms. In addition, each arts discipline utilizes specialized materials, equipment, and tools essential to high-quality instruction and authentic artistic practice. These include musical instruments and related equipment; theatre materials such as lighting, sound, stagecraft tools, costumes, and scenic elements; and visual arts materials and equipment including studio tools, media-specific supplies, kilns, presses, and production technologies. Faculty also leverage industry-standard production software and performance-based resources aligned to course objectives and vertical skill progression.

The selection and use of arts materials are intentionally connected to long-term budgeting, replacement cycles, and sustainability planning. The campus prioritizes responsible stewardship of instructional resources by planning for routine maintenance, repair, and phased replacement of instruments, equipment, and consumable materials. This approach ensures instructional continuity, fiscal responsibility, and equitable access to high-quality materials across cohorts and disciplines while supporting the longevity of specialized arts resources.

Student safety and proper training are integral to the implementation of all arts instructional materials and equipment. Faculty provide explicit instruction in the safe handling, use, and care of instruments, tools, and production equipment, and safety protocols are embedded within coursework and rehearsals. Students are trained to work responsibly in studios, rehearsal spaces, and performance environments, ensuring that learning experiences meet both instructional and safety standards. This emphasis on safety supports a professional learning environment where students can engage deeply in artistic practice while developing habits aligned to industry expectations.

Materials are selected based on artistic rigor, relevance to contemporary and emerging practices, alignment to course outcomes, accessibility for diverse learners, and their ability to support skill

development across a four-year continuum. This intentional, discipline-driven approach ensures that instructional materials and equipment remain responsive to evolving artistic standards, technological advancements, and professional expectations while maintaining coherence, safety, and sustainability across each arts department.

c. A plan and calendar for providing ongoing professional development to all instructional staff at the campus related to implementation of curriculum and instructional materials:

Kinder High School for the Performing and Visual Arts operates as one unified campus faculty, grounded in a shared commitment to instructional excellence, student growth, and continuous improvement. While faculty members may primarily support either academic or arts instruction, professional learning is intentionally designed to promote collaboration, coherence, and shared responsibility across all disciplines. This unified approach reinforces the understanding that academic rigor and artistic excellence are mutually reinforcing components of the student experience.

Kinder HSPVA teachers and administrators are lifelong learners who actively seek opportunities—locally, nationally, and internationally—to expand their instructional practice, disciplinary expertise, and perspectives. This professional curiosity is embedded in the culture of the campus and modeled daily for students. In addition to supporting self-directed professional learning, Kinder HSPVA and HSPVA Friends will implement a structured, campus-wide professional development plan throughout the school year to ensure consistent, high-quality implementation of curriculum and instructional materials.

Professional development is intentionally planned and delivered across academic and arts faculty together, fostering shared instructional language, aligned expectations, and cross-disciplinary learning. Campus-based professional development sessions, early release days, and instructional planning meetings are structured to bring educators together to examine curriculum, instructional materials, student work, and engagement strategies from both academic and arts perspectives. This collaborative model supports vertical and horizontal alignment while honoring the unique expertise of each discipline.

Content-specific professional learning communities and coaching cycles further support implementation by allowing educators to apply shared instructional priorities within their respective contexts. Given the wide range of students' academic backgrounds and prior learning experiences, these structures are essential in equipping teachers to differentiate effectively while maintaining high expectations for all learners. Campus leadership ensures that professional development is sequenced and responsive, providing differentiated support while maintaining coherence across the instructional program. Through this integrated approach, professional development at Kinder HSPVA strengthens instructional practice campus-wide, ensuring that curriculum and instructional materials are implemented with fidelity, intentionality, and alignment to the school's mission.

Professional Development for Curriculum and Instructional Materials Implementation

Kinder High School for the Performing and Visual Arts (Kinder HSPVA) will provide ongoing, job-embedded professional development to ensure effective implementation of curriculum and instructional materials

across all content areas. Professional learning will be aligned to campus instructional priorities, TEA expectations, and Houston ISD professional learning frameworks. All teachers assigned to Advanced Placement courses will participate in required College Board professional development, including AP Summer Institutes and subject-specific training, to ensure instructional fidelity and preparedness to deliver college-level coursework. In addition, school leadership and teachers will leverage Region 4 Education Service Center resources and training to maintain up-to-date knowledge of state requirements, instructional materials adoption, and emerging initiatives to be incorporated into campus-level professional learning.

At the campus level, Kinder HSPVA will implement a structured calendar of professional development focused on high-quality instruction and effective use of instructional materials. These sessions will emphasize collaborative instructional planning aligned to TEKS, effective lesson design, and high-leverage student engagement strategies that support rigorous academic outcomes. A differentiated approach to professional development will ensure that teachers receive responsive support based on experience level, content expertise, and familiarity with adopted instructional materials, while maintaining clear and consistent curricular expectations across classrooms.

As part of this professional learning framework, and in recognition of the dual academic and artistic demands placed on students, Kinder HSPVA aspires to expand professional development offerings that equip educators with strategies to support student mental health, wellness, and balance alongside rigorous coursework. This includes training for faculty and staff on recognizing signs of stress, supporting executive functioning and time management, integrating wellness-informed instructional practices, and fostering classroom environments that promote both high expectations and psychological safety. These sessions would complement existing instructional training and reflect a holistic approach to student success in a high-performance learning environment.

Professional learning will be delivered through a combination of whole-group training, content-specific professional learning communities, instructional coaching, and ongoing feedback cycles to ensure coherence, consistency, and effective implementation of instructional materials. This comprehensive approach—pairing educator-informed material selection with targeted instructional and wellness-aligned professional development—ensures that instructional materials are not only well selected, but implemented with fidelity in ways that promote sustained student engagement, academic achievement, college readiness, and overall well-being.

Professional Development for Arts Faculty and Instructional Implementation

Kinder High School for the Performing and Visual Arts (Kinder HSPVA) provides ongoing, discipline-specific professional development for all arts faculty to ensure high-quality implementation of the pre-conservatory curriculum and instructional materials. Professional learning for arts educators is intentionally designed to be both structured and practice-based, recognizing that effective arts instruction is deeply connected to engagement in professional artistic and academic communities. Campus-based professional development occurs throughout the academic year and focuses on vertical alignment of

curriculum, calibration of performance-based assessments, instructional coherence across course levels, and the integration of contemporary artistic practices and technologies.

A critical component of professional development at Kinder HSPVA is collaboration between arts departments and institutions of higher education, including Texas-based universities, national universities, and professional conservatories. Each arts department maintains close working relationships with postsecondary partners to connect high school instruction to collegiate expectations. These partnerships support a two-way exchange of knowledge, with faculty engaging in ongoing dialogue with higher education professionals regarding audition standards, portfolio expectations, performance benchmarks, curricular trends, and evolving industry and academic demands. This intentional collaboration informs curriculum refinement, instructional strategies, and assessment practices across all arts disciplines.

In addition to formal professional learning, Kinder HSPVA actively supports and encourages arts faculty to maintain professional identities as working artists within their respective fields. Faculty participation in performances, exhibitions, productions, residencies, commissions, publications, and other industry-related opportunities is viewed as an essential form of professional development. Engagement in professional practice allows educators to bring authentic, current experiences into the classroom and ensures instruction remains relevant and aligned to professional and collegiate standards. Professional development opportunities may include workshops with visiting artists and university faculty, collaborative planning with higher education partners, discipline-specific institutes, peer-led learning sessions, and cross-departmental collaboration aligned to performance and exhibition calendars.

Sample Professional Development for All Faculty and Administrators (Summer 2026)

Arts and Academic Faculty, Counselors, Administrators
1–2 Day Professional Development (Full or Split Sessions)

This professional development experience is designed to align Kinder HSPVA’s arts and academic faculty around a shared approach to supporting students who balance conservatory-level artistic training with rigorous academic coursework.

Description of Learning Experiences:

The professional development begins by centering the lived experiences of HSPVA students through student voices, faculty perspectives, and analysis of typical weekly schedules. Participants examine the cognitive, physical, and emotional demands placed on students and reflect on how instructional practices across disciplines can unintentionally contribute to stress or burnout.

Faculty then engage in cross-disciplinary collaboration to define and compare rigor in both artistic and academic contexts. Through guided discussion and scenario-based case studies, teachers analyze common scheduling conflicts—such as performance weeks overlapping with major academic assessments—and develop coordinated, student-centered responses that preserve high expectations.

A second day will allow a shift toward application and sustainability. Teachers refine assignments and assessments (both art and academic) to prioritize rigor and intentional workload design. Sessions on communication and wellness focus on coordinated calendars, shared language, and early identification of student stress, supported by counseling and administrative guidance. The experience concludes with department-based action planning and shared commitments to ensure implementation and accountability.

Expected Outcomes:

- Increased alignment between arts and academic faculty expectations
- Improved coordination of major assessments and performance demands
- Instructional practices that support both artistic excellence and academic success
- Enhanced teacher awareness of student wellness in high-performance settings
- Actionable department and campus-level commitments

Sample Professional Development Calendar for Academic Faculty (2026–2027)

Kinder High School for the Performing and Visual Arts (Kinder HSPVA) will implement a year-long professional development plan for academic faculty designed to ensure high levels of student engagement, rigorous instruction, Social and Emotional Learning techniques, and strong preparation for Advanced Placement (AP) examinations, college coursework, and career readiness. Professional learning will be delivered through a combination of summer planning institutes, scheduled professional development days, early release sessions, and ongoing collaborative structures.

Summer 2026 (Pre-Service)

- **Academic Faculty Summer Planning Institute (2–3 days)**
 - Focus: Vertical alignment of curriculum and course sequences, review of AP and college readiness expectations, calibration of instructional rigor, and intentional planning for high-engagement instructional strategies across grade levels and disciplines.
 - Key areas include:
 - Alignment to TEKS, AP frameworks, and postsecondary expectations
 - Development of common instructional priorities and shared academic language
 - Planning for scaffolded rigor and student discourse
 - Review of assessment practices and performance expectations

Fall Semester (August–December 2026)

- **Monthly Early Release Professional Learning (1x per month)**
 - Focus areas rotate and may include:
 - High-engagement instructional strategies that promote critical thinking, academic discourse, and writing across content areas
 - Analysis of student work and formative assessment data to inform instruction
 - AP exam alignment, pacing, and question analysis
 - Strategies for supporting diverse learners in rigorous academic coursework
- **Campus Professional Development Day (1 full day per semester)**
 - Focus: Instructional quality, alignment of curriculum and assessment, student engagement, and college and career readiness. Sessions emphasize cross-content

collaboration, shared instructional expectations, and evidence-based practices that support student mastery of complex content.

- **Ongoing Academic Collaboration (As Scheduled)**
 - Focus: Academic faculty engage in ongoing collaboration through:
 - PLCs focused on instructional planning and student data analysis
 - Peer observation and feedback cycles
 - Alignment meetings to ensure coherence across grade levels and courses

Spring Semester (January–May 2027)

- **Monthly Early Release Professional Learning (1x per month)**
 - Focus areas include:
 - Refinement of instruction based on student performance data and assessment trends
 - AP exam preparation strategies, including vertical alignment and exam-specific skill development
 - Calibration of grading practices and expectations for college-level work
 - Planning targeted supports for students approaching end-of-course and AP assessments
- **Spring Academic Instructional Retreat or PD Day (1 day)**
 - Focus: Reflection on instructional effectiveness, student outcomes, AP exam performance trends, and planning for instructional refinements for the following academic year.
- **Professional Learning Through Practice (Ongoing)**
 - Focus: Academic faculty are supported in engaging in discipline-specific professional learning, including curriculum development, assessment design, AP training, and collaboration with postsecondary partners. These experiences are recognized as integral to maintaining instructional rigor and alignment to college and career readiness standards.

Sample Professional Development Calendar for Arts Faculty (2026–2027)

Kinder HSPVA will implement a year-long professional development plan for arts faculty that balances structured campus-based learning with discipline-specific and professional artistic growth opportunities. Professional learning will occur through a combination of summer institutes, scheduled professional development days, early release afternoons, and ongoing department-based collaboration. This sample calendar reflects Kinder HSPVA's commitment to sustained, relevant professional learning that honors the dual role of arts faculty as educators and practicing artists, while ensuring instructional coherence and implementation of the pre-conservatory model.

Summer 2026 (Pre-Service)

- **Arts Department Summer Planning Institute (2–3 days)**
 - Focus: Vertical alignment of pre-conservatory curriculum, review of course sequences, calibration of performance-based assessments, and alignment of instructional materials across grade levels.

Fall Semester (August–December 2026)

- **Monthly Early Release Professional Learning (1x per month)**
 - Focus areas rotate and may include:
 - Department-level curriculum alignment and instructional planning
 - Review of student work, rehearsals, and works-in-progress
 - Integration of contemporary artistic practices and technologies
 - Preparation for fall performances, exhibitions, and showcases
- **Campus Professional Development Day (1 full day per semester)**
 - Focus: Cross-disciplinary collaboration, arts integration, assessment practices, and instructional quality aligned to campus priorities.
- **Ongoing Professional Artistic Engagement (As Scheduled)**
 - Focus: Arts faculty participate in professional performances, exhibitions, productions, residencies, publications, or industry engagements aligned to their discipline. These experiences are recognized as embedded professional development that informs instructional practice and curriculum relevance.

Spring Semester (January–May 2027)

- **Monthly Early Release Professional Learning (1x per month)**
 - Focus areas include:
 - Refinement of instructional practice based on student performance data
 - Senior capstone preparation and calibration of culminating assessments
 - Peer observation, feedback, and collaborative reflection
- **Spring Arts Instructional Retreat or PD Day (1 day)**
 - Focus: Reflection on instructional implementation, student outcomes, and planning for curriculum refinements for the following academic year.
- **Professional Learning Through Practice (Ongoing)**
 - Focus: Continued support for faculty engagement in professional artistic work, ensuring instruction remains aligned to evolving industry standards and postsecondary expectations.

d. A framework for instructional design and strategies that:

- **reflect the needs of the school's target population**
- **ensure all students meet or exceed the expectations of Texas state standards**
- **promote critical-thinking skills**

Kinder HSPVA employs an instructional design framework centered on strong Tier 1 instruction to ensure all students meet or exceed the expectations of the Texas Essential Knowledge and Skills (TEKS) while developing critical thinking, problem-solving, and academic independence. As an audition-based campus, Kinder HSPVA does not review students' grades, discipline records, or educational labels during the admissions process; students are selected solely on the quality of their artistic audition. As a result, students enter with a wide range of academic experiences and levels of prior preparation, making a strong, consistent Tier 1 instructional model essential to ensuring equitable access to rigorous, grade-level content

for all learners. To ensure all students meet or exceed the expectations of Texas state standards, teachers, instructional leaders, and administrators review assessment data to identify trends, strengths, and areas of need, which then inform quick responses via instructional planning, prescribed tutorials, and other targeted interventions.

High-quality Tier 1 instruction is the foundation of all classrooms and is characterized by clear learning objectives, intentional lesson design, and high levels of student engagement. Across content areas, teachers implement a Gradual Release of Responsibility model to move students from teacher-led instruction to guided practice and ultimately to independent application. This approach ensures that all students receive a strong first teach while being actively engaged in learning through structured discourse, modeling, and feedback.

To further advance Kinder HSPVA's mission of cultivating both artistic and academic excellence, expanded autonomy would support the intentional inclusion of off-campus, site-based learning experiences for both faculty and students. In addition to specialized professional development, increased flexibility would allow Kinder HSPVA to offer structured student travel opportunities beyond Houston that integrate artistic study with academic application. Past examples include travel to New York City for advanced vocal studies, orchestral competitions, and exposure to professional performance institutions, where students can engage directly with industry professionals while applying academic learning in history, music theory, cultural studies, and the humanities. These experiences deepen interdisciplinary learning and reinforce college and career readiness in which students can connect classroom instruction to real-world creative and academic practices. Such opportunities align with the school's philosophy of nurturing individual creativity within a collaborative community and would enhance instructional relevance while achieving Kinder HSPVA's mission and vision in a way that offers incredible opportunity for our students. As our target audience includes students of diverse socio-economic backgrounds, these potential opportunities may offer experiences to which many of our students have yet been exposed.

e. A plan to identify and serve students with learning gaps:

Kinder HSPVA admits students through an audition process that is intentionally blind to prior academic performance, grades, discipline records, and standardized test scores. Admission decisions are based solely on a student's demonstrated artistic potential, creativity, and readiness as evidenced during the audition process. This approach ensures equitable access to a conservatory-style arts education for talented students from diverse academic and personal backgrounds. As a result, students enter HSPVA with a wide range of prior educational experiences, strengths, and instructional needs. The campus views this diversity as an asset and is deeply committed to ensuring that once students are admitted, they receive the academic support necessary to thrive in a rigorous college-preparatory environment alongside intensive arts training.

To identify and address learning gaps, Kinder HSPVA utilizes a multi-tiered system of supports (MTSS), beginning in ninth grade. Once students are admitted, the campus reviews historical academic data, including prior state assessment performance and academic records, to proactively identify students who may require additional support. Ongoing formative and summative assessments further inform

instructional decisions and intervention planning. The campus MTSS team collaborates with teachers to design timely, targeted supports, including in-class assistance, prescribed tutorials, and structured academic interventions embedded within the instructional day. For example, dedicated instructional support is provided within all Algebra I classrooms to assist students who require additional reinforcement, with similar supports implemented in English and science as needed. This proactive, data-informed approach ensures that learning gaps are addressed early and systematically without removing students from core instruction.

Kinder HSPVA's target populations include a small emergent bilingual population, a small special education population, and a significant number of students supported through Section 504 plans, most commonly related to executive functioning, attention regulation, and mental health needs. Instructional practices and supports are designed to be inclusive and responsive to these student needs while maintaining rigorous academic expectations.

f. A plan to maximize instructional time:

Kinder HSPVA will maximize instructional time through the intentional design of a yearly academic calendar that begins on or about the third Monday of August and complies fully with Texas Education Agency statutory requirements. The calendar meets or exceeds the state requirement of at least 180 instructional days and a minimum of 75,600 instructional minutes for secondary campuses, ensuring alignment with TEA accountability and reporting expectations. This structure protects uninterrupted instructional time for rigorous Tier 1 instruction aligned to the Texas Essential Knowledge and Skills (TEKS), and college-readiness standards, consistent with the instructional demands of a campus that is widely recognized for excellence in arts education and academic rigor.

Through the use of this compliant calendar, HSPVA preserves student access to high-quality summer arts intensives that are instrumental to artistic growth and central to the campus's mission and instructional model. As a specialized arts campus, HSPVA serves students whose academic and artistic development is strengthened through immersive, pre-professional training opportunities frequently offered by nationally recognized institutions on the East and West Coasts. For many of our students, these intensives and scholarship opportunities often allow for their first travel beyond Houston and provide experiences beyond what we can offer in our school setting. These experiences accelerate technical skill development and artistic discipline, but also allow creative and socio-economic maturity. They also reinforce academic behaviors aligned to TEA performance indicators, including improved attendance, sustained engagement, persistence, and higher-order thinking. Students return from these experiences better prepared for advanced coursework, supporting gains in student growth measures, Advanced Placement participation and performance, and College, Career, and Military Readiness (CCMR) outcomes. Through intentional alignment of semester pacing, performance cycles, and assessment windows, adopting a more sympathetic calendar to allow participation in various summer intensives, HSPVA ensures that summer learning opportunities enhance academic progress and instructional time compliance.

The calendar design also supports faculty participation in comparable summer intensives, professional institutes, and discipline-specific training, aligning educator development with SB 1882 expectations for instructional quality and continuous improvement. Arts faculty engagement sustains industry-aligned practice and informs high-quality rehearsal, critique, and performance pedagogy, while academic faculty participation strengthens curriculum alignment, instructional design, and arts-integrated Tier 1 strategies. By enabling educators to return with enhanced expertise and instructional coherence, HSPVA strengthens classroom effectiveness. This integrated approach reflects SB 1882's emphasis on innovative campus models that would use strategic autonomy to allow for professional capacity-building that delivers sustained improvements in student outcomes.

g. A justification for the proposed educational program based in research, theory, and/or experience, including why it is likely to be effective for the anticipated student population:

Research-Based Justification for the Educational Program

Over the 50 years of Kinder HSPVA history, our school has actively experienced the positive correlation of a high quality, intensive art curriculum and a high level of academic success, but, more importantly, a high level of academic *growth* among our students. As Kinder HSPVA admits students based only on artistic promise, our students come to Kinder HSPVA with an extremely wide range of academic readiness for high school. The founders of our school understood the anecdotal belief that arts education and opportunity improves academic outcomes. These beliefs drive the collaborative nature that is found at HSPVA between our academic and artistic faculty, knowing that the opportunities provided at HSPVA help our students grow not only artistically, but a shared environment with arts and academic study allow our students many opportunities. They reach deeper understanding in their art through their academic connections, and their art improves their academic outcomes. This can be seen in our TEA metrics, especially when focused on our students' individual growth.

While longitudinal studies of the relationship between the arts and academics are difficult to conduct for various factors, recent research affirms the anecdotal evidence that our students, faculty, and wider community often attest: that sustained, high-quality arts programming can produce measurable gains in academic performance at the secondary level. It is not surprising that academic research supports this. In a quasi-experimental study of high-school students, Egana-delSol (2023) found that participation in two semester-long, structured art workshops resulted in statistically significant improvements in overall GPA, as well as in core academic subjects such as language and mathematics. Most notably, the study concludes that “participation in the art-based program had a significant impact on academic achievements,” demonstrating that arts engagement can function as a lever for academic growth.¹ This research confirms the mission and values of Kinder HSPVA as it underscores the capacity of intentionally designed arts-based experiences to provide opportunities to students to experience education that allows for artistic excellence but also improves their academic outcomes and strengthens college and career readiness.

Because our students come to us with a wide variety of academic preparedness, Kinder HSPVA improves student academic outcomes by focusing and refining Tier 1 instruction. Research supports these efforts as it has shown that the quality of core classroom teaching is often the most powerful tool in improving achievement across all student populations. Research synthesized by Marzano, Pickering, and Pollock demonstrates that when evidence-based instructional strategies are implemented consistently, student achievement improves regardless of content area or student background. In *Classroom Instruction That Works*, the authors conclude that setting clear learning goals, providing frequent feedback, and engaging students in higher-order thinking are associated with substantial gains in student learning, noting that “the use of these instructional strategies in the classroom can have a strong effect on student achievement.”² At HSPVA, these strategies are reinforced with high-quality artistic instruction, where critique, rehearsal, reflection, and performance mirror research-validated practices of feedback, practice, and metacognition.

By intentionally aligning academic instruction with the disciplined and process-oriented pedagogy found in our art instruction, HSPVA strengthens the literacy and problem-solving skills of our students to support academic work and college-ready academic benchmarks and ensures rigorous Tier 1 instruction reaches all students.

Finally, and perhaps most significantly, the proposed educational program at Kinder HSPVA is based heavily on constructivist learning theory as articulated by Jean Piaget and Lev Vygotsky. Piaget and Vygotsky emphasize that knowledge is actively constructed through experience, reflection, and social interaction. Piaget argues that learners develop understanding through direct engagement with tasks and environments, noting that “knowledge is not a copy of reality” but is built through action and cognitive restructuring.³ Arts education exemplifies this principle as students construct understanding through rehearsal, studio practice, interpretation, critique, revision, and performance. These processes require sustained problem-solving and metacognition, as well as the transfer and application of learning. Complementing this perspective, Vygotsky’s sociocultural theory highlights the essential role of collaborative learning, specifically the role of guided practice and feedback within a community of learners within the Zone of Proximal Development.⁴ In arts classrooms at HSPVA, ensemble work, peer critique, director- or instructor-led coaching, and constant reflection and revision exemplify this guided construction of knowledge, enabling students to extend their skills beyond independent performance. Together, Piaget’s emphasis on experiential learning and Vygotsky’s focus on social mediation provide a strong theoretical foundation for Kinder HSPVA’s integrated arts-academic model, demonstrating why intensive arts instruction is not only compatible with academic progress but instrumental in developing the analytical thinking and discipline that results in college and career readiness.

Source:

¹Egana-delSol, P. (2023). *The impacts of a high-school art-based program on academic achievements, creativity, and creative behaviors*. npj Science of Learning, 8, Article 39.
<https://doi.org/10.1038/s41539-023-00187-6>

²Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement*. Alexandria, VA: ASCD.

³Piaget, J. (1970). *Science of education and the psychology of the child*. Orion Press.

⁴Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

Instructional Autonomy and Non-Traditional Staffing Structures

Central to Kinder High School for the Performing and Visual Arts' instructional model is the autonomy to implement and sustain a non-traditional staffing and evaluation structure aligned to its pre-conservatory mission. Kinder HSPVA's instructional program relies on a diverse faculty structure that includes full-time educators, adjunct instructors, visiting artists, and professional practitioners who bring specialized expertise and real-world experience into the classroom. These roles do not always align cleanly with traditional school district staffing titles, evaluation systems, or instructional expectations, yet they are essential to delivering the programming that achieves the mission of Kinder HSPVA.

Instructional autonomy allows Kinder HSPVA to develop evaluation systems, role definitions, and professional expectations that more accurately reflect the contributions of these educators. Rather than applying a one-size-fits-all evaluation model, the campus is able to assess instructional effectiveness in ways that honor varied instructional contexts, including performance-based learning environments, rehearsal and studio settings, and collaborative teaching. This flexibility supports meaningful feedback and targeted growth that is appropriate to both traditional classroom instruction and conservatory-style arts instruction.

Additionally, autonomy supports Kinder HSPVA's ability to leverage partnerships with professional organizations, arts institutions, and higher education entities by integrating adjunct and collaborative instructional roles into the school day in ways that enhance student learning. These partnerships expand instructional capacity, provide students access to multiple perspectives and specialized expertise, and strengthen alignment to professional and collegiate expectations. Preserving autonomy within staffing structures and evaluation practices is therefore essential to sustaining Kinder HSPVA's innovative instructional model and ensuring that students continue to receive a comprehensive, high-quality educational experience that cannot be replicated through traditional staffing frameworks alone.

High School Graduation Requirements

2. Provide the following:

a. As *Attachment 1*, exit standards for graduating students. These should clearly set forth what students in the last grade served will know and be able to do and ensure student readiness for college or other post-secondary opportunities (e.g., trade school, military service, or entering the workforce).

Attachment 1 included?

☒ YES ☐ NO

b. Systems and procedures the school will implement for students at risk of dropping out or not meeting exit standards:

Kinder HSPVA maintains a comprehensive set of systems and procedures to ensure that all students remain on track to meet graduation and postsecondary readiness requirements. Due to the audition-based enrollment process and the highly specialized pre-conservatory model, students enroll at Kinder HSPVA with a strong commitment to artistic rigor and a drive to succeed academically. As a result, the campus has consistently maintained a 100 percent graduation rate and a 100 percent College, Career, and Military Readiness (CCMR) rate for multiple consecutive years. While the incidence of students at risk of dropping out is extremely low, the campus has established proactive monitoring systems to ensure early identification and intervention for any student who may be at risk of not meeting exit standards.

Student progress is closely monitored through coordinated systems led by assistant principals, counselors, and the campus registrar. The school utilizes a graduation tracking system that is reviewed regularly to ensure that students are meeting all academic, assessment, and coursework requirements toward graduation. From ninth grade forward, each student's progress is tracked to ensure alignment to the Distinguished Level of Achievement graduation plan. This allows the campus to identify potential concerns early and implement timely supports, including academic counseling, schedule adjustments, targeted interventions, and individualized planning, to ensure students remain on track for successful completion of graduation requirements.

Because of the cumulative and sequential nature of the pre-conservatory arts model, Kinder HSPVA places a strong emphasis on ensuring appropriate student placement and fit. In rare circumstances where a student is unable to meet the promotion standards for the next grade level or artistic expectations required to progress within the conservatory framework, the campus works collaboratively with families and district partners to identify a more appropriate educational setting. In such cases, the school ensures a supported transition to the student's zoned campus or another suitable placement, including confirmed enrollment and record transfer, to ensure continuity of education. These situations are infrequent and are addressed with care, transparency, and student-centered decision-making. Through tight systems, close monitoring, and early intervention, Kinder HSPVA ensures that no student is left without a clear pathway to graduation and postsecondary success.

Special Populations and At-Risk Students

3. Provide the following:

a. An explanation of evidence from which the projection of anticipated special populations was derived:

Kinder HSPVA is an audition-based campus and does not have access to students' educational records during the admissions process. Consequently, projections of anticipated special populations are derived from historical enrollment data rather than pre-admission identification. Based on longitudinal campus data, Kinder HSPVA typically enrolls a small number of students receiving special education services, averaging approximately three to five students per incoming cohort. Similarly, the campus enrolls a small emergent bilingual (EB) population, also averaging approximately three to five students per cohort. These trends have remained consistent over time. In addition, roughly 25-30% of incoming students are low-income students.

All students admitted to Kinder HSPVA are identified as gifted and talented in the arts as a result of the audition process. Admission is contingent upon demonstrated artistic talent and potential, and once enrolled, 100 percent of students receive gifted and talented services through their respective arts departments. This designation reflects the advanced, pre-conservatory instructional model and ensures that gifted and talented needs are addressed systematically through rigorous, specialized coursework and performance-based learning experiences.

b. An explanation of the organization's experience in, understanding of, and capacity to fulfill state and federal obligations and requirements pertaining to students with disabilities, emergent bilingual students, and students identified as intellectually gifted:

Kinder HSPVA has extensive experience and demonstrated capacity to meet state and federal requirements for students with disabilities, emergent bilingual students, and students identified as intellectually gifted. The campus operates in full compliance with IDEA, Section 504, ESSA, and all applicable TEA and Houston ISD requirements.

Students identified as intellectually gifted are served through advanced academic coursework, including Advanced Placement and honors-level classes, as well as through highly rigorous arts instruction that emphasizes critical thinking, creative problem-solving, and advanced technical skill development. The pre-conservatory arts curriculum is intentionally designed to challenge and extend gifted learners, providing depth, complexity, and opportunities for original work across all disciplines.

The special education population at Kinder HSPVA is relatively small and typically includes students served under eligibility categories such as Other Health Impairment (OHI), dyslexia, executive functioning challenges, attention-related needs, and, in limited cases, autism spectrum disorders. The campus employs a full-time Special Education Department Chair who oversees compliance, service delivery, progress monitoring, and collaboration with instructional staff. Individualized Education Programs (IEPs) are reviewed carefully upon enrollment, and transfer Admission, Review, and Dismissal (ARD) meetings are conducted in collaboration with families to ensure appropriate placement and supports. Student progress is closely monitored during the first semester of enrollment, with ARD committees reconvened as needed to refine services and ensure student success.

Emergent bilingual students are supported through a combination of certified instructional staff, targeted instructional strategies, and ongoing progress monitoring. All applicable teachers are ESL certified, and the campus has demonstrated strong outcomes on TELPAS, with most EB students exiting services within their first few years of high school. Oversight is provided by the campus ELPAC administrator, who monitors student progress, coordinates required assessments, and facilitates communication with students and families.

c. A plan for providing services to students with special needs, including how you ensure these students:

- are appropriately identified
- are served in the least-restrictive environment possible
- have appropriate access to the general education curriculum and schoolwide educational, extra-curricular, and culture-building activities in ways that support their development
- receive required and appropriate support services as outlined in their Individualized Education Plans and 504 plans
- participate in standardized testing

Identification and Ongoing Monitoring of Student Needs

Most students who require special education or 504 services have been identified at a younger age, and their ARDs are transferred from the middle school to Kinder HSPVA. Because enrollment is entirely based on an audition process, Kinder HSPVA does not consider IEP or 504 needs as a factor when determining whether to offer students a place at the school.

The faculty and staff maintain clear procedures for identifying students whose needs emerge after they enter high school. Ninth-grade students who demonstrate persistent academic or artistic challenges are referred through the MTSS process. Once identified, the MTSS team implements and monitors interventions over time, collaborating with families, teachers, and administrators to evaluate each student's response. When appropriate, the campus initiates formal evaluation processes for Section 504 or special education services, ensuring all actions are data-informed, timely, and conducted in partnership with families.

Plan for Providing Services to Students with Special Needs

Kinder HSPVA utilizes an inclusion-based service delivery model to ensure that students with disabilities and students served under Section 504 have full access to the general education curriculum. All students receiving special education or 504 services are educated in the least restrictive environment and participate in general education classrooms alongside their peers. Instructional supports are provided through accommodations such as extended time, preferential seating, structured reminders, chunked

instruction, scaffolding, and additional organizational supports aligned to individual student needs as outlined in their IEPs.

The Special Education Department Chair regularly observes classrooms, reviews documentation, and collaborates with teachers to ensure accommodations are implemented with fidelity. Teachers document accommodation usage consistently, including instances in which students elect not to use approved accommodations. A campus-based 504 teacher specialist oversees implementation and monitoring of Section 504 plans, ensuring compliance and alignment to student needs.

Students with special needs have full access to all academic programs, extracurricular activities, performances, exhibitions, and culture-building experiences. Because students are admitted through an audition process, they enter the campus with demonstrated strength in their selected art area and receive supports that allow them to fully participate in the pre-conservatory model. All students participate in required state and national assessments with approved accommodations as outlined in their IEPs and 504 plans.

d. A plan for providing services to emergent bilingual students, including:

- **methods for appropriate identification,**
- **specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the general education curriculum and core academic program for these students,**
- **plans for monitoring and evaluating student progress and success and for exiting them from services,**
- **a plan for including emergent bilingual students in standardized testing and schoolwide educational, extra-curricular, and culture-building activities**

Emergent bilingual (EB) students are most often identified at the elementary or middle school level and typically carry that designation into high school; it is rare for students to be newly identified as EB while enrolled in high school. As an audition-based campus, Kinder High School for the Performing and Visual Arts does not consider language status, prior academic records, or program placements during the admissions process, and therefore does not use EB identification as a factor in offering students a place at the school. Once students are admitted and enrollment is finalized, the campus reviews available language proficiency data and records to ensure appropriate instructional supports are in place.

The campus provides instructional support for EB students through ESL-certified teachers who implement targeted strategies such as academic language scaffolds, identification of cognates, structured vocabulary instruction, written supports, and extended learning opportunities through tutorials. EB students are monitored closely through TELPAS performance data, classroom assessments, and ongoing teacher feedback to ensure language development and access to grade-level content.

The campus ELPAC administrator coordinates identification, assessment, compliance, and progress monitoring, and works closely with students, families, and instructional staff. Parent meetings and student

conferences are used to support language development and academic success. This comprehensive approach has resulted in high rates of language acquisition and successful exit from EB services.

e. A plan for providing services to students identified as intellectually gifted, including:

- **methods for appropriate identification of students**
- **the specific instructional programs, practices, and strategies the school will employ**

Kinder HSPVA serves students identified as intellectually gifted through a comprehensive instructional program that integrates rigorous academic coursework with an intensive, pre-conservatory arts curriculum. Because admission to Kinder HSPVA is based on demonstrated artistic talent and potential, 100 percent of enrolled students are identified as gifted and talented in the arts upon admission. As a result, the campus does not utilize traditional identification processes; instead, services are embedded directly into daily instruction across all academic and arts disciplines.

In the arts, each department implements a vertically aligned, four-year pre-conservatory curriculum that is both broad and deep, providing sustained challenge, increasing specialization, and opportunities for advanced performance, production, and original work. Instruction is designed to push students beyond technical proficiency toward higher-order thinking, creative problem-solving, and artistic independence. This structure ensures that students across a range of intellectual profiles are consistently challenged and demonstrate measurable growth over time.

In addition to arts instruction, Kinder HSPVA offers a robust academic program that includes honors and Advanced Placement coursework designed to meet the needs of gifted learners. Academic classes emphasize analytical thinking, depth of content knowledge, and college-level expectations, ensuring that students are prepared for rigorous postsecondary pathways. Collectively, these instructional practices ensure that gifted and talented students are continuously engaged, challenged, and supported to achieve at high levels in both academic and artistic domains.

Student Recruitment and Enrollment

4. Provide the following:

- a. A student recruitment and marketing plan.**

What is the timeline for implementation of this plan? How will you ensure all interested students and families, including those in poverty, students who have struggled academically, students with disabilities, and other youth at risk of academic failure, are equally included in this plan?

Kinder High School for the Performing and Visual Arts (Kinder HSPVA) already implements a comprehensive, equitable student recruitment and enrollment plan rooted in the school's mission to provide access to high-quality arts education for students across Houston. Recruitment efforts are designed to ensure that all interested students and families—including students living in poverty, students who have struggled academically, students with disabilities, and other youth at risk of academic

failure—have equitable access to information, opportunities, and support throughout the application and audition process. The SB 1882 Partnership will allow the school to increase its recruitment and outreach efforts. To reflect the emphasis on this priority, the Magnet Coordinator position will be retitled Director of Admissions and Community Engagement.

Outreach to Elementary and Middle School Families

Recruitment activities are led by the Director of Admissions and Community Engagement (Magnet Coordinator), who conducts outreach to all middle schools and K-8 schools across Houston ISD. These visits include presentations to students and families that explain Kinder HSPVA's audition process and emphasize that academic records are not reviewed as part of admissions decisions. Students are evaluated solely on demonstrated 1) artistic interest, 2) talent, and 3) potential, making the process accessible to a wide range of learners who may not have previously excelled in traditional academic settings.

The campus also offers regular, scheduled tours, providing families with opportunities to visit the school, learn about academic and arts programming, and engage directly with staff. Recruitment information is made publicly available through the school's website where families can access guidance on audition requirements, timelines, and submission procedures. In addition, Kinder HSPVA hosts an annual magnet open house that is open to the public. During this event, prospective students and families experience performances and demonstrations from each arts department and engage in department-specific conversations with faculty to better understand program expectations and pathways.

As an 1882 Partnership campus, Kinder HSPVA will have the flexibility and financial resources to increase engagement with Houston ISD elementary and middle school students. Already, last year, Pershing Middle School's Tenor-Bass Choir joined the HSPVA Vocal Music Department for its Winter Concert; Meyerland and Ortiz Middle Schools' Mariachi Ensembles opened the HSPVA Mariachi Concerts; and Clemente Martinez Elementary 5th graders danced alongside HSPVA students in the Spring Dance Concert. HSPVA Friends can also increase the frequency of opportunities for middle-school students to experience a "day in the life" at Kinder HSPVA through HSPVA Friends' annual Middle School Workshops. Already, HSPVA Friends waives the cost of the workshops for Houston ISD students who need financial assistance by working with the HSPVA Magnet Coordinator and middle school teachers to identify interested students who need workshop scholarships. When possible, HSPVA Friends will arrange school buses for middle-school groups to attend the workshops together.

Students also connect with Kinder HSPVA as audience members. The All-School Musical student matinees are a popular field trip destination. The Magnet Coordinator and HSPVA Friends coordinate buses for K-8 schools that lack transportation funds. Last spring, for example, more than 1,400 Houston ISD students attended matinees of *Sister Act*. Kinder HSPVA students also visit schools to perform and connect with younger students on their own campuses. Last school year, Chamber Music students performed at Bruce Elementary; Mariachi, Latin Jazz, Strings, and Vocal Music students presented Hispanic Heritage shows at Marshall, Meyerland, and Ortiz Middle Schools; and French students brought an original French holiday musical and art project to Kolter Elementary.

To further promote access and inclusion, the campus is intentional in representing the diversity of its community during recruitment efforts. When visiting middle schools, the Magnet Coordinator often brings parent volunteers who reflect the demographics of the communities being served, allowing prospective families to see themselves represented within the Kinder HSPVA community. This practice reinforces the message that the school welcomes students from all backgrounds who demonstrate interest and commitment to a four-year pre-conservatory arts program.

Creating an Accessible and Equitable Audition Process

Kinder HSPVA is committed to ensuring that its audition process is accessible, equitable, and reflective of the district's goals for inclusive access to high-quality educational opportunities. Because admission to Kinder HSPVA is based on demonstrated artistic potential and not on prior academic performance, the audition process is the gateway through which students access the campus. As such, the design, timing, and implementation of auditions are intentionally structured to remove barriers and provide all students a fair opportunity to demonstrate their abilities. Over multiple decades, the campus has developed deep institutional expertise in designing, managing, and continuously refining arts-based auditions that are both rigorous and equitable.

A key component of equitable recruitment is early and intentional exposure to the campus and its programs. Kinder HSPVA actively works to bring elementary and middle school students onto the campus through school-day performances, department visits, arts festivals, and invitations to targeted feeder schools to perform at Kinder HSPVA. These targeted feeder schools include middle schools we have intentionally identified as serving student populations that contribute to the diversity of our campus and that have not historically yielded high numbers of audition applicants. A critical factor in increasing participation from these campuses is establishing strong, direct connections with art area teachers or other key staff members who can provide guidance, encouragement, and ongoing support to students who demonstrate potential or express interest in auditioning for HSPVA.

These experiences allow students to see themselves on the campus, build familiarity with the audition process, and engage directly with faculty and current students in authentic artistic settings. This approach is particularly impactful for students who may not otherwise have access to formal arts training or exposure to specialized arts programs.

Kinder HSPVA ensures equitable access for students with disabilities throughout the audition process. Families are informed that accommodations are available for students with Individualized Education Programs (IEPs) or Section 504 plans, and that requests for accommodations do not require formal documentation. Accommodations are provided as needed to ensure students can fully demonstrate their artistic abilities during auditions. This inclusive practice has been successfully implemented for many years and reflects the campus's commitment to removing barriers to access while maintaining the integrity of the audition process.

The campus utilizes the Acceptd digital platform for initial audition submissions. This platform enhances equity by allowing families to submit audition materials remotely, providing flexibility in timing and

multiple opportunities to capture high-quality submissions. Students are able to record, review, and refine audition videos or artistic samples at their own pace, reducing barriers related to transportation, scheduling, or access to resources. Acceptd currently functions alongside Houston ISD's School Choice application platform, as the School Choice system is not designed to accommodate the submission and review of discipline-specific arts auditions. The use of Acceptd allows Kinder HSPVA to manage the unique technical and instructional requirements of arts-based admissions in a manner that is efficient, accessible, and aligned to the campus's specialized programming. In addition, the campus provides direct support to families who may need assistance with the technical aspects of recording and uploading audition materials through communication with middle school personnel, established feeder-school relationships, and opportunities for families to access on-campus support for these logistics.

As a result of these intentional recruitment and audition practices, Kinder HSPVA has experienced sustained progress toward greater equity and representation. Over the past nine years, the campus has seen a notable shift in student demographics that more closely reflects district-wide demographics, including students enrolling from a broader range of Houston ISD feeder campuses and an increase in the percentage of students from low socioeconomic backgrounds. These outcomes demonstrate that a thoughtfully designed, arts-specific audition process can expand access rather than limit it.

As a partnership campus, Kinder HSPVA will continue to refine its admissions and audition practices to ensure that prospective families receive clear information, sufficient time to prepare submissions, and timely notification of audition outcomes. Providing families with transparent processes and appropriate timelines allows them to make informed decisions about high school options and supports equitable access for students with artistic potential to audition, enroll, and thrive at Kinder HSPVA.

b. As *Attachment 2*, an Enrollment Policy that complies with state law, includes a description of the lottery process if more students choose to enroll at the campus than can be accommodated, and that ensures the school will be open to all eligible students.

Attachment 2 included? ☒ YES ☐ NO

School Culture and Discipline

5. Provide the following:

a. A vision for school culture or ethos that will promote high expectations, a positive and safe academic environment, and shared ownership of intellectual and social development for all students, including students served in special education, emergent bilingual students, and students at risk of academic failure:

Kinder HSPVA cultivates a school culture that aligns closely with the district's vision for high-quality, rigorous learning environments while honoring the unique needs of an arts-centered, audition-based campus. At its core, the campus culture is grounded in high expectations, mutual respect, and shared ownership of both intellectual and social development for all students, including students served in special

education, emergent bilingual students, and students at risk of academic failure. This vision is intentionally designed to ensure a positive, safe, and inclusive academic environment in which all students are challenged, supported, and known.

As an audition-based campus, students enter Kinder HSPVA through demonstrated artistic interest, talent, and potential rather than prior academic performance or background. This creates a strong sense of purpose and belonging from the outset and establishes a culture of accountability and intrinsic motivation. Students understand that remaining at Kinder HSPVA requires perseverance and engagement in both rigorous academic coursework and intensive artistic training. High expectations are consistently communicated and reinforced across classrooms, studios, rehearsal spaces, and performance venues, resulting in a learning environment where students are deeply invested in their growth and success.

Shared ownership of learning extends beyond academics and is reinforced through intentional, student-centered structures that elevate student voice and leadership. Campus traditions such as Happenings and Library Desk Concerts provide regular opportunities for students to engage in dialogue, performance, and creative expression that reflect diverse perspectives and lived experiences. A wide range of student-led clubs and organizations further promote leadership, collaboration, and civic engagement. Within each art area, students are organized into close-knit “families” that foster mentorship, peer support, and a strong sense of collective responsibility, contributing to a supportive social environment where students feel safe to take intellectual and creative risks.

This culture is sustained by a faculty and staff ethos rooted in a shared commitment to student-centered practice. Teachers and staff view themselves as collective stewards of both academic rigor and student well-being. These structures and beliefs create a campus culture that not only meets but advances the district’s goals for rigorous, inclusive, and engaging learning environments—ensuring that all students at Kinder HSPVA are prepared to thrive academically, artistically, and socially.

b. A plan for establishing the intended culture for students, teachers, administrators, and parents from the first day of school and throughout the school year and proposed mechanisms for monitoring and maintaining campus climate:

Establishing School Culture for New Families

Kinder HSPVA establishes its intended culture well before the first day of school and sustains it through intentional structures throughout the academic year. Upon acceptance, incoming students and families participate in a series of spring onboarding events designed to build early connection, clarity, and excitement. These include campus celebrations such as Signing Day, where students are welcomed by current students and staff, and Inside Scoop, an informational event that provides families with detailed guidance on course selection, campus expectations, academic planning, and available supports.

Prior to the start of the school year, all incoming ninth-grade students and parents participate in Artist Academy, a day-long orientation on campus that reinforces campus expectations, introduces students to their art areas, and builds community within incoming cohorts. HSPVA Friends also hosts an off-campus

reception at The Jung Center for incoming families to socialize while experiencing a gallery show of work by current Visual Arts students and music by an HSPVA jazz combo. These early traditions establish shared Kinder HSPVA norms and relationships.

Maintaining School Culture among Students

Throughout the school year, campus culture is reinforced through student-led performances, exhibitions, monthly celebrations, and signature events that intentionally elevate student voice and artistic expression. Programs such as the Diversity Series ensure that students see their identities, histories, and experiences reflected and valued within the school community. At Kinder HSPVA, we actively recognize and celebrate students' cultural capital, understanding that each student brings a unique combination of ethnicity, socioeconomic background, artistic training, lived experiences, and personal perspective that enriches the collective learning environment. These assets are not only acknowledged but intentionally brought to the surface through performance, dialogue, and creative work.

Equally important is our commitment to cultivating a culture of mutual respect and intellectual engagement. Students are encouraged to challenge ideas, engage in thoughtful discourse, and participate in healthy debate across disciplines. Classrooms and studios are structured as spaces where differing perspectives are explored with intention, and where students learn to listen, respond, and grow from one another's viewpoints. This approach ensures that no single perspective is elevated above others; rather, all voices are valued as essential contributions to a broader, more holistic understanding of the world.

Through this balance of celebration and challenge, Kinder HSPVA fosters an equitable environment in which students not only feel seen and affirmed, but also develop the critical thinking, empathy, and self-awareness necessary to engage meaningfully with diverse communities. This culture ultimately supports the development of well-rounded artists and scholars who are prepared to navigate and contribute to an increasingly complex and interconnected society.

The Parent Community

Parent involvement is essential. Family engagement is sustained through grade-level parent meetings, college readiness sessions for upper grades, and ninth-grade family meetings. These ongoing touchpoints ensure alignment between students, families, and staff, providing regular opportunities for communication and relationship-building.

Every parent at Kinder HSPVA is welcome and invited to participate in HSPVA Friends and PTO activities, regardless of their ability to contribute financially. HSPVA Friends organizes parent volunteers into art area "guilds" to create opportunities for parents whose children are experiencing the same art area culture to connect and learn from each other as they become active supporters of their child's specific curriculum. Each Guild meets throughout the year to discuss topics specific to their child's art area, such as college

majors and auditions, opportunities for continuing education in the summer, art-adjacent career paths, and introductions to their child's favorite adjunct teachers and guest artists.

The Kinder HSPVA PTO is a second 501(c)(3) organization that consists of 100+ parent volunteers working to support academic needs, staff appreciation, schoolwide events such as career fairs and new student registration, and the daily operations of the school store. The Kinder HSPVA PTO also works in tandem with the school's magnet coordinator, improving and implementing outreach efforts to middle-school students across Houston.

School Culture for Faculty and Staff

Campus climate is monitored through regular student and family engagement, administrative walkthroughs, counseling feedback, and collaboration among administrators, counselors, and teachers. These mechanisms allow the campus to identify emerging needs and proactively respond to ensure a positive and supportive environment.

This culture is intentionally cultivated among faculty and staff through structured onboarding, ongoing professional learning, and shared leadership practices. New staff members are inducted into the campus culture through orientation experiences that explicitly articulate Kinder HSPVA's mission, expectations for instructional rigor, and commitment to inclusive, student-centered practice. Throughout the year, professional learning communities, campus-wide professional development, and leadership meetings reinforce shared norms around instructional quality, collaboration, and collective responsibility for student outcomes. Faculty and staff regularly engage in reflection on how campus traditions, instructional practices, and student supports align to the school's core values, ensuring coherence between vision and daily practice.

c. A plan to create an inclusive and welcoming environment that will engage families in positive, constructive, and personalized ways:

Kinder High School for the Performing and Visual Arts (Kinder HSPVA) is committed to creating an inclusive, welcoming, and transparent environment that engages families as true partners in their students' educational journeys. Family engagement begins during recruitment and extends throughout a student's time at the campus through consistent communication, meaningful opportunities for connection, and direct access to counselors, teachers, and administrators. The campus prioritizes responsiveness, trust, and collaboration to ensure families feel informed, valued, and supported.

A defining feature of family engagement at Kinder HSPVA is the role of several annual student-led events that invite families and the broader community into the life of the school. Performances, exhibitions, showcases, and interdisciplinary events—planned and led by students—create authentic opportunities for families to engage with student learning, celebrate artistic growth, and experience the campus culture firsthand. The student-led events are intentionally offered at no cost to families, reinforcing equitable access and strengthening community connection.

To support ongoing communication and transparency, Kinder HSPVA utilizes multiple systems to keep families informed about instructional expectations and upcoming work. Teachers regularly post Week-at-a-Glance (WAAG) plans that outline assignments, major assessments, and instructional goals, allowing families and students to plan ahead and engage proactively with academic and arts coursework. Campus-wide communications, digital platforms, and targeted outreach further ensure that families receive timely and clear information.

In addition to family-facing communication, campus leadership maintains direct and consistent communication with students through monthly grade-level assemblies led by administrators. These assemblies provide a structured opportunity to share expectations, celebrate achievements, address upcoming events, and reinforce campus values in a personal and visible way. This practice strengthens student connection, clarity, and shared understanding across grade levels.

Looking ahead, Kinder HSPVA aspires to further expand family partnership through monthly parent meetings organized by grade level. These meetings would offer families structured opportunities to connect with campus leadership, counselors, and teachers; receive updates on academic and artistic expectations; and engage in dialogue around student supports, postsecondary readiness, and campus initiatives. This aspirational structure reflects the campus's commitment to continuous improvement and deeper family engagement.

Through these varied and intentional strategies, Kinder HSPVA fosters a strong sense of community and shared responsibility. By centering student voice, maintaining transparent communication, and creating multiple pathways for family involvement, the campus ensures that families and students remain informed, connected, and empowered to support student success.

d. A system of proactive and responsive student support services (e.g., counseling, mentoring, external service referrals) to meet student needs:

Kinder HSPVA is committed to providing a comprehensive, proactive, and responsive system of student support services that attends to students' academic, social-emotional, behavioral, and postsecondary needs. This system is intentionally designed to ensure that students are known, supported, and equipped to navigate the rigorous academic and artistic demands of the campus, while removing barriers that may impede learning or well-being.

Currently, campus counselors provide direct support to students through academic planning, social-emotional counseling, crisis response, and postsecondary guidance. A teacher specialist supports early identification of student needs by collaborating with instructional staff, reviewing academic and engagement data, and coordinating appropriate interventions aligned to the campus's Multi-Tiered System of Supports (MTSS). Students also have access to telehealth mental health services, allowing for timely support when extended or specialized care is needed.

With increased autonomy and flexibility, Kinder HSPVA aspires in the future to expand the counseling team to significantly reduce caseloads and allow counselors to engage more deeply in individualized student support, proactive outreach, and sustained follow-up. This expanded capacity would enable counselors to focus more intentionally on students with complex or emerging needs and to coordinate wraparound services that address academic, emotional, and family-based challenges. Through advisory structures and classroom integration, students would receive direct instruction in stress management, emotional regulation, time management, self-advocacy, and healthy coping strategies. These skills are essential for student success in a high-expectations environment and would be reinforced consistently across grade levels. In addition, expanded counseling capacity would allow the campus to further refine its process for identifying, vetting, and partnering with external service providers. Counselors would work more closely with families to connect students to appropriate community-based mental health providers, social services, and specialized supports, ensuring alignment with student needs and continuity of care.

Kinder HSPVA also envisions a more formalized process for frequent, multidisciplinary staff collaboration focused on student support. Counselors, administrators, the teacher specialist, and instructional staff would meet regularly to review academic, attendance, behavioral, and social-emotional data; identify emerging concerns; monitor progress; and adjust supports in real time. This team-based approach ensures that student needs are addressed proactively and cohesively rather than reactively or in isolation.

Through this aspirational model, Kinder HSPVA seeks to build a student support system that is preventative, coordinated, and deeply embedded in the life of the campus. By expanding counseling capacity, strengthening wellness instruction, formalizing collaborative processes, and coordinating wraparound services, the campus will be well-positioned to support the whole child and ensure that all students have the resources, skills, and support needed to thrive academically, artistically, and personally.

e. As *Attachment 3*, a student discipline policy that provides for appropriate and effective strategies to support a safe, orderly school climate and fulfillment of educational goals, promoting a strong school culture while respecting student rights:

Attachment 3 included? ☒ YES ☐ NO

f. Legally sound policies for student discipline, suspension, and expulsion, including how these policies protect students' rights to due process:

Kinder HSPVA maintains legally sound policies for student discipline, suspension, and expulsion in alignment with the Houston ISD Student Code of Conduct. Behavioral expectations are clearly communicated to students and families through handbooks, assemblies, and grade-level meetings, with particular emphasis placed on ninth-grade orientation and early-year expectations. The campus prioritizes restorative conversations, reflection, and relationship-based interventions as the first response to behavioral concerns.

When disciplinary incidents occur, administrators conduct thorough investigations, communicate with students and families, and ensure that all actions are consistent with district policy and due process requirements. In rare cases where disciplinary consequences are warranted, the campus follows the Student Code of Conduct in determining appropriate responses, which may include in-school or out-of-school suspension. Referral to alternative education settings would only occur in severe circumstances and in accordance with district procedures; such instances have not occurred during the current administration. All disciplinary actions are rooted in fairness, transparency, and student growth.

g. Systems and processes for tracking discipline referrals and interventions to identify trends and adapt activities accordingly:

While major disciplinary incidents are rare at Kinder HSPVA, the campus maintains systems to track discipline data and identify trends should concerns arise. Discipline referrals are reviewed by administrators to monitor patterns and inform proactive interventions. In the event a student exhibits repeated behavioral concerns, the campus may implement a structured growth plan that includes check-ins, mentoring, and targeted supports. These plans are designed to support student success and alignment with campus expectations. If concerns persist, the campus collaborates with families to explore appropriate next steps, always prioritizing student well-being and educational continuity.

Assessment and Evaluation

6. Provide the following:

a. Annual student performance goals that include targets aligned with the state accountability system:

Annual Student Performance Goals

Kinder High School for the Performing and Visual Arts (Kinder HSPVA) establishes annual student performance goals aligned to Texas state accountability systems as defined for the 2026–2027 school year. Building on the campus’s history of strong academic performance, these goals are centered on sustaining an A accountability rating while continuing to provide a rigorous, engaging learning environment for all students. Rather than focusing solely on numerical gains, Kinder HSPVA is committed to expanding access, opportunity, and coherence of outcomes across the campus, with intentional attention to maintaining academic performance gaps for all student subpopulations below 20 percent, ensuring excellence is both achieved and shared equitably.

Academic goals are informed by TEKS-aligned benchmarks developed collaboratively by teachers in each core content area. These benchmarks ensure students continue to acquire and apply grade-level standards through rigorous instruction, authentic assessment, and alignment to postsecondary readiness measures. Teachers use these benchmarks to monitor student learning, refine instruction, and ensure that all

students are supported in meeting high expectations within a demanding academic and arts-integrated program.

Kinder HSPVA also utilizes state-provided interim STAAR assessments and other formative measures to monitor progress and confirm alignment with accountability expectations. These tools are used diagnostically rather than punitively, allowing the campus to identify patterns, respond proactively to student needs, and ensure that strong performance is sustained across grade levels and content areas.

A central focus of annual performance goals is equitable outcomes across student groups. Kinder HSPVA is committed to maintaining academic performance gaps of no more than 20 percent between student subpopulations, including students served in special education, emergent bilingual students, and students at risk of academic failure. Rather than narrowing opportunity to achieve this goal, the campus emphasizes expanded access to high-quality instruction, advanced coursework, targeted supports, and meaningful engagement opportunities that allow all students to thrive.

Through this approach, annual performance goals at Kinder HSPVA reflect a commitment to excellence, equity, and sustainability. By maintaining high academic outcomes, monitoring subgroup performance intentionally, and broadening opportunities for student success, the campus ensures that strong performance is not only achieved, but shared equitably across its diverse student body.

b. A plan to implement and interpret interim assessments that measure academic progress – of individual students and student cohorts – throughout the school year:

Interim assessments are used strategically throughout the school year to measure individual student progress and cohort performance. Teachers, instructional leaders, and administrators review assessment data to identify trends, strengths, and areas of need. Results inform instructional planning, prescribed tutorials, targeted interventions, and, when appropriate, additional supports such as Saturday school or in-class academic assistance. This data-driven approach allows the campus to respond quickly and effectively to student needs.

c. A plan and system for collecting and analyzing student academic achievement data, reporting the data to the school community, and using the data to refine and improve instruction (including dedicated time for providing training and support to school leadership and teachers):

Kinder HSPVA maintains a systematic process for collecting, analyzing, and using student academic achievement data. Qualified professionals provide training and support to school leaders and teachers in the process and procedures of using data to refine and improve instruction. School leadership and teachers have dedicated, scheduled time to review data at the classroom, course, grade-level, and cohort levels to inform instructional decisions and refine teaching practices. Also, teachers collaborate within departments and across departments to adjust lesson design, pacing, and instructional strategies based on student performance. Academic performance data, including state assessment results, is shared with families annually to ensure transparency and shared accountability.

d. The corrective actions that the school and network (if applicable) will take if either falls short of the goals at any level, including explanation of what would trigger such actions and who would implement them:

Although Kinder HSPVA has consistently demonstrated strong academic outcomes, the campus maintains clear and structured plans for corrective action should performance fall below expectations at any level. Triggers for corrective action include underperformance by a student cohort, course, or content area on campus-created benchmarks, interim assessments, or state assessments such as STAAR. These data points are reviewed at multiple checkpoints throughout each semester, particularly prior to major interim assessments and leading into STAAR testing windows.

Upon identification of underperformance, the MTSS Administrator will quickly lead the process of collecting, analyzing, and disaggregating student performance data to determine targeted areas of need aligned to specific TEKS. In collaboration with campus leadership, a content-specific teacher leader will be identified to support the planning and development of targeted intervention materials and instructional strategies. Together, they will design and implement tiered intervention systems to address gaps in student learning.

Interventions will be delivered through a structured continuum of support. Tier II interventions will include targeted tutorials embedded within the school day during designated flex periods, ensuring immediate and equitable access for students. For students requiring more intensive support, after-school tutorials will be implemented to provide extended learning time and focused instruction. For the highest level of need (Tier III), Saturday tutorials will be established to provide additional instructional time and individualized support aligned to specific TEKS.

Following each cycle of intervention, students will be reassessed using campus-created benchmarks to monitor progress toward mastery. This cycle of data analysis, targeted intervention, and reassessment will continue iteratively throughout the semester to ensure responsiveness and effectiveness. Campus administrators will oversee implementation, monitor fidelity, and provide coaching support to teachers as needed.

Kinder HSPVA has a demonstrated track record of successfully implementing this model to accelerate student learning, close performance gaps, and ensure that all students meet or exceed expectations on state assessments, including STAAR.

Section 3 – Governance, Operating Plan, and Capacity

A strong Operations Plan is coherent overall and aligned internally with the school's mission and vision, Educational Program, and Financial Plan.

Organizational Structure

7. Provide the following:

- a. As Attachment 4, an organizational chart that indicates all positions and lines of authority.

Attachment 4 included? ☒ YES ☐ NO

- b. The name(s), title(s), and a description of the daily responsibilities of the person(s) employed by the operating partner that will be responsible for the management of each campus:

Name	Title	Date Started with Organization	Campus to be Managed	Description of Daily Responsibilities <i>(indicate the person who will be the principal's direct supervisor here)</i>
Alene Coggin	Executive Director / CEO	March 2012	Kinder HSPVA	Principal direct supervisor; Vision; leadership and oversight; compliance; district/partner relations; finance; governance; operations
Dr. Priscilla Rivas	Principal / Chief School Officer	June 2021	Kinder HSPVA	Vision; leadership and oversight; compliance; district/partner relations; curriculum; teacher evaluations and development; school culture
Oscar Perez	Assistant Principal	August 2010	Kinder HSPVA	Leadership and oversight; student achievement; teacher evaluations and development; safety and security; MTSS, LPAC, AP Testing Coordinator

Terrell Lockett	Assistant Principal	August 2024	Kinder HSPVA	Leadership and oversight; student achievement; teacher evaluations and development; safety and security; student behavior support and SPED oversight leader
Naomi Leos	Assistant Principal	August 2024	Kinder HSPVA	Leadership and oversight; student achievement; teacher evaluations and development; MTSS & 504 coordinator; safety and security
Jennifer Chase	Chief Academic Officer	August 2014	Kinder HSPVA	Leadership; curriculum; student assessments; teacher development
Jonathan Klein	Director, Admissions & Community Engagement	August 2015	Kinder HSPVA	Leadership; admissions; student recruitment; community engagement; schoolwide programs
Art Area Chairs (x6)	Art Area Chairs	(Varies: Aug 2004 - Aug 2022)	Kinder HSPVA	Leadership; curriculum; student assessments; teacher development
Matthew Jamison	Director, Development	August 2016	Kinder HSPVA	Development; community relations
Patrice Wooten Hightower	Operations Manager	October 2022	Kinder HSPVA	Operations; financial management; compliance

c. The proposed school's legal status (e.g., non-profit and federal tax exempt) and structure that comply with [TEC 12.101\(a\)](#).

HSPVA Friends is a tax-exempt 501(c)(3) non-profit organization.

Governing Board

8. Provide evidence of the following:

a. The independence of the board as it relates to the authorizer:

The HSPVA Friends Board of Directors has been an active 501(c)(3) governing body since the organization's founding in 1978. The Board's sole purpose is to enhance educational, professional, and artistic opportunities for current and future students of Kinder HSPVA. HSPVA Friends board members are volunteers and receive no compensation for their service.

HSPVA Friends board members are independent of Houston ISD. The HSPVA Friends board does not include any members of the district's elected or appointed board, the district superintendent, or any members that are district employees involved in the selection or oversight of the district charter partnership.

HSPVA Friends has a Memorandum of Understanding with HISD recognizing that each entity operates independently while pursuing the common goal of educational excellence for Kinder HSPVA.

b. Plans for the board(s) to evaluate the success of the school(s) and school leader(s), including planned frequency of meetings and standing committees:

As an Operating Partner, the Board of Directors anticipates assigning its responsibilities under the Performance Agreement to a controlled subsidiary – a separate 501(c)(3) non-profit organization of which HSPVA Friends will be the sole member. The Board of Directors of the subsidiary will be comprised of no fewer than three members of the current HSPVA Friends Board of Directors who will move to the subsidiary organization's Board. This new subsidiary organization will monitor school progress, including student achievement, curriculum, faculty/staff evaluations, financial compliance, and issues within the school community. The Principal will report student achievement and progress at every subsidiary Board Meeting. The subsidiary Board will endeavor to meet no fewer than six times per year, with finance, governance, and school monitoring committee meetings between Board Meetings as needed. The subsidiary Board will comply with the Texas Open Meetings Act.

Evaluation of School Leadership

The Board will provide annual evaluations for the Executive Director/CEO and Principal/Chief School Officer based on HSPVA Friends' strategic goals and Kinder HSPVA's School Action Plan as well as the agreed upon student outcome goals.

The Executive Director and Principal will be evaluated using a holistic framework aligned to the school's mission and Texas Education Agency (TEA) performance metrics, and are directly accountable to the HSPVA Friends Board of Directors for the effective leadership and operation of the school.

The evaluation assesses the CEO's and CSO's responsibility for advancing academic excellence and artistic rigor, ensuring compliance with legal and fiscal requirements, and fostering a healthy,

high-performing school culture. Evidence for evaluation includes school performance data, reports to the HSPVA Friends Board of Directors, stakeholder feedback, and documented leadership actions.

Evaluation criteria include:

- Mission and Vision Leadership: Ability to articulate and advance Kinder HSPVA's dual mission of academic achievement and conservatory-level arts education.
- Human Capital Leadership: Fair, consistent supervision, coaching, evaluation, and development of faculty and staff in accordance with policy and law.
- Governance and Legal Compliance: Effective collaboration with the HSPVA Friends Board of Directors and adherence to Texas and federal requirements.
- Communication and Stakeholder Engagement: Professional, transparent communication with faculty, students, families, and community partners.
- Decision-Making and Accountability: Sound, ethical, data-informed decision-making and commitment to continuous improvement.
- Criteria Specific to the Executive Director/CEO:
 - Operational and Fiscal Management: Responsible management of resources, schedules, and systems to support both academic and arts programs.
- Criteria Specific to the Principal/CSO:
 - Instructional and Artistic Leadership: Oversight of high-quality instruction and arts programming, including alignment of curriculum, assessment, and performance expectations.
 - School Performance (TEA Metrics): Demonstrated progress and outcomes based on TEA accountability indicators, including academic achievement, student growth, closing the gaps, graduation rates, and compliance with state accountability standards.
 - School Culture and Climate: Promotion of a safe, inclusive, and high-expectations environment that supports student wellness and artistic development.

Together, these criteria ensure the Executive Director and Principal are evaluated on leadership effectiveness, organizational stewardship, and the sustained academic, artistic, and institutional success of Kinder HSPVA.

c. As *Attachment 5*, appropriate bylaws, proposed Code of Ethics and Conflict of Interest policy/procedures, and completed and signed statements of assurances that will minimize real or perceived conflicts.

Attachment 5 included? ☒ YES ☐ NO

d. As *Attachment 6*, a Board Member Information Sheet and resume for each proposed Board Member.

Attachment 6 included? ☒ YES ☐ NO

e. A description of how the proposed governing board members' knowledge and skills make them qualified to oversee a successful charter school, including educational, financial, legal, and community experience and expertise:

The HSPVA Friends Board of Directors is a highly qualified group of Houston leaders made up of volunteer members. The Board member information sheet and resumes for each member demonstrate that, collectively, the members have demonstrated experience and success in:

- Board governance,
- Finance,
- Law, including school law,
- Strategic planning,
- Performing and visual arts, in both the professional and educational spheres,
- Implementation and oversight of education programs,
- Financial oversight of schools and/or non-profit organizations,
- Implementing legal requirements for schools and/or non-profit organizations,
- Fundraising and non-profit development,
- Human resources and people management,
- Project management,
- Contract negotiations and procurement,
- Community engagement,
- Public relations and crisis management,
- Internal communications,
- Human resources, and
- Public/private partnerships.

Board members are also selected to represent a range of connections to the school – former parents, alumni, and community members who have a deep appreciation of Kinder HSPVA and its role as a launchpad to the nation's professional creative sectors. To ensure impartiality, HSPVA Friends does not invite parents of current Kinder HSPVA students to serve on its Board.

When approved as an Operating Partner, all members of the Board of Directors and the HSPVA Friends Executive Director will complete the TEA's Lone Star Governance Training, including training in the Texas Information Act and Texas Open Meetings Law. The Board will also hold a strategic planning session with school leadership to set a vision, goals, and priorities for the duration of the initial contract.

f. A plan and timeline for board recruitment (including the desired experience and qualifications of future board members), initial board training, expansion, orientation of new members, and ongoing training for members:

There are 13 members of the HSPVA Friends Board of Directors. As outlined in the HSPVA Friends bylaws, the Board may consist of up to 13 and no fewer than 7 members. Board members are term limited to three consecutive three-year terms. Members are elected on a rolling basis so that a significant percentage are not term-limited off simultaneously. The Governance Committee reviews and recommends Board nominees, and new Directors are elected by a Board majority. Therefore, while the HSPVA Friends Board already represents a strong range of skillsets, the Board is practiced at recruiting and onboarding new members. As Board members resign, either by reaching their term limits or due to a change of personal circumstances, the Board continuously recruits new members to maintain a high skill level and proven body of wisdom in education, finance, governance, leadership, communications, and the arts. When selecting which Directors will move onto the subsidiary board, HSPVA Friends will prioritize fluency in educational metrics and experience in school leadership.

As an Operating Partner, board training will now also include ensuring that each member is fully able to comply with the specific requirements set by the state and the district. The Board is committed to ongoing training on areas that TEA identifies as a priority for subchapter C charter operating partners.

Board orientation includes a review of HSPVA Friends' mission, history, role at Kinder HSPVA, fiduciary and governing policies, and calendar. Directors also spend time touring the campus and meeting school leadership. As part of their orientation, new members of the subsidiary board will complete the TEA's required trainings within 90 days of joining the Board.

g. Sufficient capacity within and/or an appropriate relationship to any pre-existing non-profit board:

Like the school it supports, HSPVA Friends was one of the first institutions of its kind. It began in 1978 as MusicFest, a forward-thinking group of volunteers awarding scholarships to students at Houston's High School for the Performing and Visual Arts. In 1997, MusicFest was renamed HSPVA Friends and embraced a profound mission expansion in order to address a broad range of needs at the school, including providing specialized equipment, masterclasses and guest artist residencies, and production support. In the years that followed, HSPVA Friends became an inspiration and model for other arts school support organizations and continues to set the standard for public-private partnerships in arts education today.

While providing for Kinder HSPVA's immediate needs, the HSPVA Friends Board of Directors works together with the HSPVA Friends staff and Kinder HSPVA principal to prepare for the school's future financial needs, creating budgetary goals with the next year – and decade – in mind. Each of the school's six art areas is unique and requires unique volunteer, administrative, and financial resources to thrive.

HSPVA Friends has an experienced full-time staff with a diverse range of experiences. In its current partnership arrangement, HSPVA Friends has extensive experience liaising with and collaborating with Houston ISD for the benefit of Kinder HSPVA. HSPVA Friends manages contractors and vendors that provide the highly specific services needed for a comprehensive performing and visual arts program. The

organization also leads facility planning, looking ahead at the capital needs the state-of-the-art campus will require. HSPVA Friends is audited annually and has strong financial processes.

Currently, the Kinder HSPVA principal attends HSPVA Friends Board meetings. The principal regularly shares student academic and artistic achievements, challenges, and areas of growth.

HSPVA Friends also recognizes that students have different circumstances and need different resources to achieve the same outcome. To that end, HSPVA Friends provides scholarships and financial aid for individual students who need assistance accessing private lessons, summer programs, field trips, travel to college auditions, and specialized art supplies, instruments, or equipment.

Because of the Board's deep understanding of the operations, needs, and potential of Kinder HSPVA – proven by the organization's long-term health and the trust built between the school's administrators, faculty, and HSPVA Friends – the HSPVA Friends Board of Directors is uniquely suited to be the governing body of the school it supports.

Application Team Capacity

9. Provide the following:

a. Describe the collective qualifications of the applicant team to implement the school design successfully, including each team member's experience and evidence of measurable success in:

- **School leadership, administration, and governance**
- **Implementing systems for curriculum, instruction, and assessment**
- **Performance management**

Kinder HSPVA has a proven leadership team that will stay in place during and after the transition to an 1882 partnership. Together, the school leadership, administration, and governing body are highly qualified to set and achieve high standards as an autonomous HISD partnership school.

Applicant Team:

Alene Coggin has been the Executive Director of HSPVA Friends since 2012. Under her leadership, HSPVA Friends has grown from an annual operating budget of \$325,000 to \$1.6 million. Ms. Coggin manages a 4-person HSPVA Friends staff that supports the Kinder HSPVA principal and art area faculty daily by providing: program logistics and calendar support, art area supplies, specialized instruments and equipment, production and box office support, individualized student support, field trip coordination,

capital enhancements, long range planning, and parent volunteer management. Ms. Coggin works with the teachers and principal to create custom budgets and calendars for each of Kinder HSPVA's programs. Between 2012-2019, Ms. Coggin was a lead member of the design and construction teams for Kinder HSPVA, liaising with HISD and managing a \$10 million capital campaign to complete the campus, including a lead gift of \$7.5 million from the Kinder Foundation. She is a Kinder HSPVA alumna and holds a degree from Boston University in the Management and Development of Non-Profit Organizations.

Dr. Priscilla Rivas has been the Principal at Kinder HSPVA since 2021. Dr. Rivas's leadership is grounded in a strong commitment to high expectations for all students. During her tenure at Kinder HSPVA, she has intentionally strengthened academic programming while preserving and elevating the school's nationally recognized arts instruction. Dr. Rivas has increased instructional capacity in core academic areas by making strategic staffing decisions, requiring high-quality Tier 1 instruction, and expanding academic support structures. These intentional practices have resulted in the strongest state accountability performance in the school's history, including 100% graduation rates and 100% College, Career, and Military Readiness (CCMR) rates. Under her leadership, the faculty has demonstrated exceptionally high performance standards for Closing the Gaps, earning a 100 on this domain in the latest TEA accountability scores. Student outcomes following graduation reflect the effectiveness of this approach, with graduates earning acceptance into competitive universities, conservatories, and professional arts programs nationwide.

Oscar Perez, Assistant Principal, has been at Kinder HSPVA since 2010, alternating between the roles of teacher and administrator: leading Spanish and French instruction (2010-2015 and 2017-2021) and serving as Assistant Principal (2015-2017 and 2021-Present). As a result, Mr. Perez has deep knowledge of every facet of Kinder HSPVA. In his current role as Assistant Principal, Mr. Perez successfully balances a wide range of responsibilities, earning the trust of the students, parents, teachers, and his fellow administrators. His expertise includes: coordinating AP/College Board; managing discipline, student support, and parent/student/teacher conferences; leading case management for students at risk of struggling academically and serving on the MTSS committee; serving as the lead for LPAC; serving on the school's Growth Plan Board; managing teacher and staff evaluations and support through observations and coaching; coordinating PLCs (Professional Learning Communities); leading field trip coordination between the teachers, the district, and HSPVA Friends; HB 1416 coordination; coordinating tutorials; overseeing student parking and lockers; and providing servant-leadership assistance to campus staff by coordinating attendance/NGs, facility maintenance, campus safety and security, student clubs, and the School Improvement Plan. Before coming to Kinder HSPVA, Mr. Perez was the Manager of Languages Other Than English for Houston ISD, creating the curriculum for Levels 1-4 for foreign languages and providing support to all district LOTE teachers.

Jennifer Chase, the Chair of Kinder HSPVA's Humanities Departments, acts as a faculty advisor and administration liaison for English/Language Arts, Social Studies, and Languages Other Than English (LOTE). Ms. Chase joined the Kinder HSPVA faculty in 2014 and teaches World History, AP U. S. History, and AP European History. Both Ms. Chase and her students consistently achieve assessment scores well above HISD and state averages, with Ms. Chase achieving the highest marks on the 2024-2025 T-TESS evaluation with a T-TESS Summative Rating of 91.86 and an effectiveness level of Distinguished. On the current TES

system, Ms Chase has an average SPOT score of 17.5 from both campus level evaluators and Houston ISD IRT Teams. Her students also show scores far above state and local averages. In 2024-2025 her students performed at the following levels: AP US History 2024 Average 4.22 (Texas average 2.88, Global average 3.23) AP European History 2024 Average 4.48 (Texas average 3.15, Global average 3.27). On the 2025 US History STAAR exam, 97.4% of her students Mastered Grade Level and 100% Met Grade Level, with an average scaled score of 5317. Ms. Chase has also written curriculum and assessments for both Houston ISD and the National Park Service and served on several instructional material selection boards in Houston ISD. Instructionally, Ms. Chase served as a Houston ISD trainer for new teachers to Houston ISD for several years and currently serves as the AP United States History Lead Teacher for Houston ISD, responsible for creating the scope and sequence for district wide use as well as presenting district level professional development sessions 6 times per year. She is also the parent of two Kinder HSPVA graduates.

Rodolfo Morales serves as the Chair of the Instrumental Music Department, the largest art area at Kinder HSPVA, and as the Director of the Classical Piano Program. He has been a member of the Kinder HSPVA faculty since 2004. Under his leadership, the Instrumental Music Department has become a significant contributor to Houston's music and arts ecosystem through the development of sustained, curriculum-embedded partnerships with leading performance and educational organizations, including the Houston Symphony, American Festival for the Arts (AFA), Performing Arts Houston, Apollo Chamber Players, Da Camera of Houston, and Mercury Chamber Orchestra. Mr. Morales led the strategic alignment of five distinct music disciplines – Symphonic Band, Orchestra, Jazz, Mariachi, and Classical Piano – into a unified departmental structure, improving operational efficiency across instruction, scheduling, recruitment, fundraising, student support, and family communication. This model preserves the instructional autonomy necessary for advanced discipline-specific training while increasing access, coherence, and institutional capacity – directly supporting student achievement and long-term program sustainability. Mr. Morales is an alumnus of HSPVA and earned undergraduate and graduate degrees from The Juilliard School.

Jonathan Klein, Kinder HSPVA's Magnet Coordinator, manages recruitment, admissions, community engagement, and school-wide programming. Mr. Klein has increased the accessibility of Kinder HSPVA's recruitment efforts using strategically targeted outreach efforts, resulting in an increased percentage of economically disadvantaged students on campus. In his role, Mr. Klein has a deep understanding of the wide range of student needs on campus as well as the requirements of each art and academic department's pre-conservatory instructional standards.

Matthew Jamison is the Director of Strategic Engagement at HSPVA Friends. In his role, Mr. Jamison collaborates with Kinder HSPVA's administrators and faculty to identify programmatic needs, evaluate strategy and outcomes, and direct private funds toward the highest impact opportunities. Mr. Jamison recruits and stewards HSPVA Friends Board members and leads volunteers by cultivating long-term relationships grounded in trust and shared values. He also guides messaging, communications, publications, and special events for both the school and for HSPVA Friends, and is the school's lead contact for the downtown Houston business community. As a fundraiser, Mr. Jamison stewards a portfolio of more than 500 donors with annual gifts ranging from \$250 to \$50,000.

Patrice Wooten Hightower, Operations Manager at HSPVA Friends, provides program and office support. She processes income and expenses, including creating contracts and managing payroll for adjunct faculty and guest artists (~100 people annually). She also oversees art area supply and equipment procurement, field trip logistics, and processing income from donations and program services. Ms. Hightower has extensive management, finance, investment, and operations experience and has served as Treasurer of several non-profit organizations. Ms. Hightower holds Bachelor's and Master's of Business Administration degrees from the University of Texas and the Bauer School at the University of Houston.

b. As Attachment 7, include the résumés and bios for all members of the applicant team.

Attachment 7 included? ☒ YES ☐ NO

c. Describe the proposed School Leader's experience in and ability to design, launch, and lead a school and implement the specific educational program being proposed, OR describe the board's plan to recruit and retain a leader with the ability to implement the specific educational program being proposed (if School Leader candidate(s) is not yet identified):

School Leadership Capacity and Experience

As the School Leader, Dr. Priscilla Rivas brings proven leadership and a clear instructional vision to Kinder High School for the Performing and Visual Arts (Kinder HSPVA). She has served as principal of Kinder HSPVA for the past five years, leading the campus through sustained academic and artistic excellence while strengthening systems that ensure equity, access, and long-term student success. Her leadership reflects a rare combination of expertise in public school administration, fine arts education, and instructional design, positioning her uniquely to lead a pre-conservatory arts campus within a large urban school district.

Prior to leading Kinder HSPVA, Dr. Rivas served as principal of HISD's Crockett Elementary School, a fine arts magnet campus, where she developed a strong foundation in arts-integrated instruction and magnet program leadership at the elementary level. This experience provides her with a comprehensive, vertical understanding of arts education from early childhood through high school and into postsecondary pathways. Her ability to lead across grade levels informs her work at Kinder HSPVA, ensuring that students are prepared not only for immediate success, but also for long-term academic and artistic growth.

Dr. Rivas holds a Ph.D. in curriculum & instruction with a focus on learning, design, and technology where her scholarly work informs her approach to school leadership. She applies research-based practices to instructional planning, assessment, professional development, and systems design, ensuring that decisions are data-informed and aligned to best practices. At Kinder HSPVA, this has translated into coherent

instructional frameworks, and evaluation systems that reflect the unique demands of both academic and arts instruction.

In addition to her administrative credentials, Dr. Rivas is herself a practicing artist and arts educator. Her professional background includes experience as a visual arts educator, dance teacher, choreographer, and performer. This lived experience allows her to lead arts faculty with authenticity and credibility, understand the technical and artistic demands placed on students, and advocate effectively for the resources, staffing structures, and instructional models necessary to sustain a high-quality pre-conservatory program.

Dr. Rivas has also cultivated strong relationships with faculty, staff, families, higher education institutions, professional arts organizations, and community partners. These relationships have been instrumental in maintaining Kinder HSPVA's national reputation for excellence and in expanding opportunities for students through collaborations, visiting artists, adjunct faculty, and postsecondary partnerships. Her leadership style emphasizes trust, collaboration, and shared ownership, resulting in high staff retention, strong campus culture, and sustained instructional excellence.

Collectively, Dr. Rivas's experience as a principal, scholar, and artist demonstrates her capacity to design, implement, and lead the educational program proposed under this application. Her leadership has already produced measurable results, and her vision positions Kinder HSPVA to continue as a pioneering public arts institution that delivers exceptional outcomes for students while remaining firmly rooted in equity, access, and academic rigor.

d. Describe the work of the school leader(s), including:

- **the measurable performance expectations for the school leader that are aligned to the mission of the school**
- **how these expectations will shift from school launch in the first year of operation to sustainability in future years**

School Leader Performance Expectations and Sustainability

The work of the school leader at Kinder HSPVA is guided by clearly defined, mission-aligned performance expectations that prioritize sustained excellence in both academic achievement and pre-conservatory arts instruction. HSPVA Friends will design a leadership performance evaluation model tailored to the unique demands of an arts-based magnet campus, with measurable outcomes that include student performance on state accountability measures such as STAAR assessments, SAT and TSIA benchmarks, participation and success in Advanced Placement coursework, graduation rates, College, Career, and Military Readiness (CCMR) indicators, and the overall quality and integrity of arts programming. Leadership performance will also be aligned to Texas Education Agency accountability expectations as delineated for the 2026–2027 school year and beyond. Unlike a school launch context, Kinder HSPVA is an established, high-performing campus; therefore, leadership expectations are centered on sustainability, continuous improvement, and long-term impact rather than initial implementation.

The autonomy provided through an SB 1882 partnership is essential to sustaining this success in future years. Flexibility in budgetary decision-making, staffing structures, instructional design, and professional partnerships with the Houston community allows the school leader to preserve the campus's unique model while responding thoughtfully to evolving educational, artistic, and workforce demands. This autonomy enables strategic investment in academic supports, adjunct and professional artist staffing, and rigorous instructional pathways that expand access to advanced coursework and postsecondary readiness opportunities. As public education systems continue to adapt to shifting accountability, fiscal, and structural landscapes, the autonomy afforded through this partnership ensures that Kinder HSPVA's leadership can make responsive, mission-driven decisions that maintain high academic performance, artistic excellence, and the school's position as a national leader in public arts education.

Staffing Plans

10. Provide the following:

a. As *Attachment 8*, a recruitment and hiring strategy for all campus roles, including:

- selection criteria that demonstrate high standards and mission alignment for all candidates
- a hiring protocol, and timeline that ensure the school is fully staffed by July 1 of each year

Attachment 8 included? ☒ YES ☐ NO

b. As *Attachment 9*, a plan to develop staff and retain high-performing staff, including:

- an induction program that will prepare teachers to deliver any unique or particularly challenging aspects of the educational program
- evaluation tools and processes that will capture trends and track and promote teacher progress over time
- The process for providing targeted and personalized support for school staff that includes:
 - The allocation of resources to support and provide professional development
 - The qualifications of personnel to provide professional development and facilitate adult learning
 - Professional development methods and calendar

Attachment 9 included? ☒ YES ☐ NO

c. Describe your process for identifying and remedying unsatisfactory leadership and/or teacher performance:

Identification and Remediation of Unsatisfactory Leadership Performance:

When concerns arise regarding the performance of the Principal/Chief School Officer or other HSPVA leadership, the Executive Director/CEO or HSPVA Friends Board Chair (in the case that the ED/CEO's

performance is raising concern) may identify issues through formal evaluations, review of TEA performance data, stakeholder feedback, audit findings, or documented operational or compliance concerns. Upon identification of unsatisfactory performance, the Executive Director/CEO and/or the HSPVA Friends Board Chair or designated committee will provide written notice outlining specific areas of concern, expected performance standards, and a defined improvement timeline. A structured improvement plan may be implemented, which can include targeted coaching, professional development, mentoring, increased reporting requirements, or administrative support. Progress is reviewed at established intervals, with documentation provided from the CSO and Executive Director to the HSPVA Friends Board Chair or designated committee. If sufficient improvement is not demonstrated within the agreed-upon timeframe, the HSPVA Friends Board may take further action consistent with 1) the Partnership Agreement, 2) contractual terms and applicable law, and 3) whether the Principal/CSO is an employee of the District or an employee of the OP. Such actions may result in reassignment, non-renewal, or termination. Throughout this process, HSPVA Friends ensures that expectations are clearly communicated, corrective measures are documented, and actions are applied fairly, transparently, and in alignment with governance responsibilities and legal requirements.

Identification and Remediation of Unsatisfactory Instructional Performance

At Kinder HSPVA, the dismissal or non-renewal of a teacher is governed by the terms of the Partnership Agreement, the policies of HISD (if employee is a District employee), the policies of the HSPVA Friends Board of Directors, the terms of the individual teacher's contract, and applicable Texas and federal law. Teachers may be employed under different types of contracts, including at-will, term, or probationary agreements, and the specific contract type determines the procedures, notice requirements, and rights associated with corrective action, non-renewal, or dismissal.

When concerns arise related to a teacher's performance, conduct, professional responsibilities, or compliance with school policies, the process typically begins with a formal notice of internal concern issued by the Principal/Chief School Officer (CSO), accompanied by instructional coaching and targeted support. This initial phase emphasizes professional growth and improvement and may include coaching cycles, classroom observations with feedback, mentoring, professional development, or other tailored interventions. The notice clearly identifies the areas of concern, references supporting documentation, and outlines defined corrective measures, including expectations for improvement, timelines, and available supports.

Teachers of concern may be identified through multiple professional avenues, including peer professional judgment, review of instructional practices, feedback from students, parents, and colleagues, as well as patterns of professional communication that raise concern. Relevant information may be gathered through formal evaluations, classroom observations, surveys, conferences, documented communications, or reports regarding professional conduct. Professional communication itself—whether written or verbal—may serve as an avenue of concern when it is untimely, unprofessional, uncivil, or inconsistent with Kinder HSPVA expectations for collegiality and collaboration. All professional communication related to instructional or workplace concerns is expected to be timely, civil, and professional, and focused on student learning and institutional effectiveness rather than personal grievance. Concerns raised through these avenues do not

independently determine outcomes; instead, they prompt a thoughtful and impartial administrative review conducted by an Assistant Principal, the CSO, or another qualified administrator. This review includes examination of instructional practices, classroom environment, professional conduct, and alignment with Kinder HSPVA standards before any formal action is initiated.

If the teacher does not demonstrate sufficient improvement within the specified timeframe, or if the concern is sufficiently serious to warrant escalation under Texas law or the terms of the contract, the CSO formally brings the matter to the designated committee of the HSPVA Friends Board of Directors for review. The teacher is provided written notice of the proposed action and an opportunity to respond, consistent with school policies, contractual obligations, and due-process requirements under Texas law. The HSPVA Friends Board of Directors reviews the documentation of concerns, evidence of instructional coaching and corrective measures, and the teacher's response before determining whether further corrective action, non-renewal, or dismissal is appropriate. The Board's decision is documented in official records and communicated to the teacher in writing. Throughout this process, Kinder HSPVA and HSPVA Friends ensure that actions are legally sound, contract-compliant, and applied consistently, while prioritizing instructional quality, accountability, and student well-being.

Facilities

11. Provide the following:

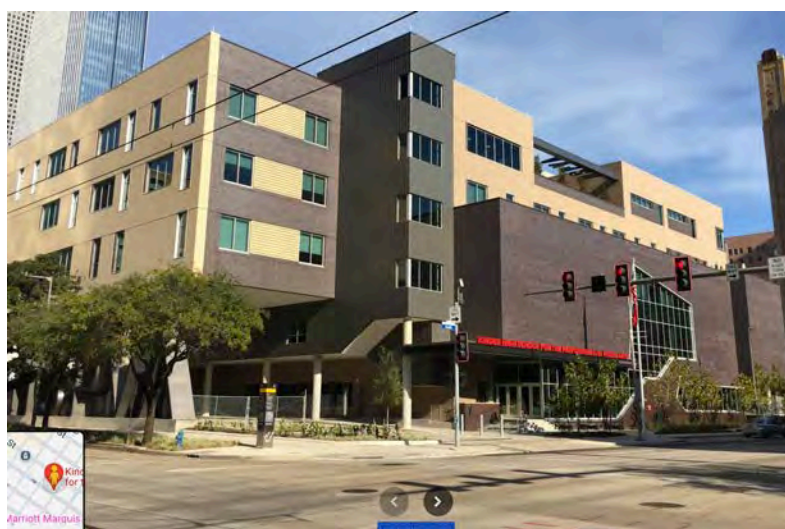
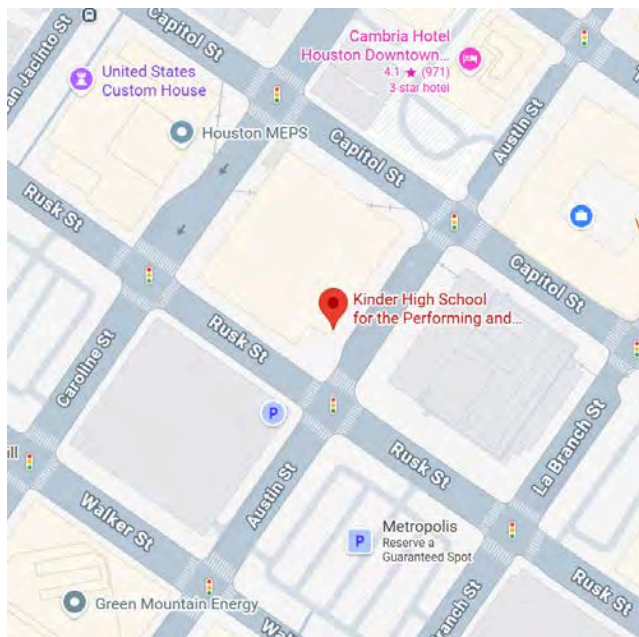
a. Identification of an appropriate proposed school facility OR a plan and timeline for identifying, financing, renovating, and ensuring code compliance for a facility that will meet the requirements of the educational program and anticipated student population:

Kinder HSPVA's campus is located at 790 Austin Street, Houston, Texas, 77002, near the Theatre District in Houston's Central Business District. The custom 168,000-square-foot campus opened in January 2019, thanks to funding from HISD's 2012 Bond for New Schools and support from HSPVA Friends' capital campaign.

The campus is a symbol of Houston's and Kinder HSPVA's values, representing the highest level of public education and the importance of the arts. Located in the center of Houston, along the light rail and situated between the Theater District and Discovery Green, Kinder HSPVA is an active player in the lively rhythm of downtown. Designed and built by global firms Gensler and McCarthy, the campus optimizes the integration of arts and academics.

Features include: an 800-seat proscenium theater with balcony and pit lift; a 200-seat black box theater, a 200-seat studio theater, a 150-seat recital hall, art galleries, a recording studio, music studios and practice rooms, costume and scene shops, multiple indoor and outdoor common areas, and a school-wide concert-quality A/V system connecting the performance venues and music classrooms. There are also two levels of underground parking for teachers and students.

The campus was designed for 750 students and is currently operating above capacity at 798 students. The plan is to remain at 790 students, which has become programmatically sustainable and necessary for budget requirements.



Section 4 – Financial Plan

A strong Financial Plan is coherent overall and aligned internally with the school's mission and vision, Educational Program, and Organization Plan.

Financial Plan

12. Provide the following:

- a. The staff members responsible for the organization's finance and a brief description of their qualifications to manage the organization's systems, policies, and processes:**

As the Executive Director, Alene Coggin is responsible for HSPVA Friends' daily financial systems, policies, and processes. As an Operating Partner, HSPVA Friends expects to add to its operations and finance teams to fit the scale and scope of the operating contract.

Patrice Wooten Hightower has served as HSPVA Friends' Operations Manager since 2022. She has extensive business, management, and corporate investment experience and has served as Treasurer of several non-profit organizations. Patrice holds Bachelor's and Master's of Business Administration degrees from the University of Texas and the Bauer School at University of Houston. In her current role at HSPVA Friends, Patrice provides program support by: processing and managing payment and purchasing requests from Kinder HSPVA faculty and staff; assisting the faculty and staff with program-related administrative needs, including coordinating field trips/travel, liaising with vendors, and optimizing their processes as needed; and overseeing HSPVA Friends scholarships. Patrice also manages HSPVA Friends income and expenses by: ensuring the integrity of program service income and contributions deposits as well as coordinating with the bookkeeper to implement best practices for daily mail processing; processing and managing HSPVA Friends' expenses; systemizing office operations and procedures; organizing and preparing monthly credit card statements and receipts; assisting with the timely preparation of annual audits and tax returns; and managing the HSPVA Friends office, including coordinating board meetings, stocking supplies, researching software solutions, and interfacing with IT/software providers as needed.

HSPVA Friends has contracted Cynthia Cedeño, accountant, and Kerri Schaefer, bookkeeper, since 2022. Since 1999, Cynthia Cedeño has provided full-service bookkeeping and accounting services for 501(c)(3) non-profit corporations, from start-up operations to established mid-sized organizations with \$10 million annual budgets and 100 employees on payroll. Her services include preparation of financial statements, posting of payables and receivables, bank reconciliations, filing of taxes and payroll reports, preparation of W2s and 1099s, budget drafting, and preparing policy and procedure manuals. She has extensive experience with audit schedule preparation and 990 tax preparation. Cynthia holds a BBA in Accounting from Texas A&M University at College Station and a Certification in Non-Profit Finance from Rice University. Kerri handles HSPVA Friends' daily bookkeeping needs, while Cynthia oversees the activity and leads audit and tax preparation for the separate external audit and tax firm.

b. A description of the organization's systems, policies, and processes for:

- **Financial planning**
- **Accounting**
- **Purchasing**
- **Payroll**

Financial Planning

The HSPVA Friends Board's Finance Committee oversees investment policies and cash management in partnership with the Executive Director. The Executive Director is responsible for preparing an annual budget, which is reviewed by the Finance Committee and recommended to the Board for approval.

As an Operating Partner, the annual budget and regular financial reports would be presented at public Board meetings per TEA policy.

Accounting

As an Operating Partner, HSPVA Friends would ensure that accounting methods used in the management of public funds comply with applicable laws and regulations. Currently, HSPVA Friends follows generally accepted accounting principles for non-profit organizations.

Current accounting systems, policies, and processes include:

Contributions receivable that are due within one year are reported at net realizable value. Contributions receivable that are expected to be collected in future years are reported at the present value of the expected future cash flows.

Investments are reported at fair value. Net investment return consists of interest and dividends, realized and unrealized gains and losses, net of external and direct internal investment expenses.

Net asset classification – Net assets, revenue, gains, and losses are classified based on the existence or absence of donor-imposed restrictions, as follows:

Net assets without donor restrictions are not subject to donor-imposed restrictions even though their use may be limited in other respects such as by contract or Board designation.

Net assets with donor restrictions are subject to donor-imposed restrictions. Restrictions may be temporary in nature, such as those that will be met by the passage of time or use for a purpose specified by the donor, or may be perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Net assets are released from restrictions when the stipulated time has elapsed, or purpose has been fulfilled, or both. Donor-restricted endowment earnings are released when those earnings are appropriated in accordance with spending policies and are used for the stipulated purpose.

Contributions are recognized as revenue at fair value when an unconditional commitment is received from the donor. Contributions received with donor stipulations that limit their use are classified as with donor

restrictions. Conditional contributions are subject to one or more barriers that must be overcome before HSPVA Friends is entitled to receive or retain funding. Conditional contributions are recognized as revenue at fair value when the conditions have been met. Funding received before conditions are met is reported as refundable advances.

Program fees are recognized at the point in time that services are provided and are primarily generated by performance tickets and student workshops. Revenue is recognized at the amount of consideration expected to be received.

Special events revenue includes elements of both contributions and exchange transactions and are recognized when an event occurs. Direct donor benefit costs represent the costs of goods and services provided to event attendees. Amounts received in advance are reported as deferred revenue.

Functional allocation of expenses - Expenses are reported by their functional classification. Program services are the direct conduct or supervision of activities that fulfill the purposes for which the organization exists. Fundraising activities include the solicitation of contributions of money, securities, materials, facilities, other assets, and time. Management and general activities are not directly identifiable with specific program or fundraising activities. Expenses that are attributable to more than one activity are allocated among the activities benefitted. Salaries and related costs are allocated on the basis of estimated time and effort expended.

Endowment Funds - HSPVA Friends has donor-restricted endowment funds that are maintained in accordance with explicit donor stipulations. HSPVA Friends has adopted investment and spending policies for endowment assets that attempt to provide a predictable stream of funding to programs supported by its endowments while seeking to maintain the purchasing power of the endowment assets. To satisfy its long-term rate-of-return objectives, HSPVA Friends relies on a total return strategy in which investment returns are achieved through both capital appreciation (realized and unrealized) and investment return (interest and dividends). HSPVA Friends targets a diversified asset allocation that places a greater emphasis on equity-based investments to achieve its long-term return objectives within prudent risk constraints.

Purchasing

As an Operating Partner, HSPVA Friends would adopt procurement procedures for the use of public funds in accordance with applicable laws and regulations.

Currently, invoices come to the HSPVA Friends Operations Manager either by email or an online expense form used by Kinder HSPVA faculty and staff. Program expenses are approved by the faculty chair of the requesting department or the Principal before being approved by the HSPVA Friends Executive Director.

Payroll & Pay Scale

Currently, HSPVA Friends uses the Quickbooks payroll module to calculate monthly payroll for the HSPVA Friends staff. Paychecks are issued once a month via direct transfers to the employees. HSPVA Friends also processes bi-monthly contract installments, timesheets, and stipends for 100+ teaching artists each year via direct transfers.

The Board of Directors decides on the Executive Director's compensation annually and then sends the amount to the Executive Director and the accountant. The Executive Director determines compensation for the other HSPVA Friends FT/PT employees.

As an Operating Partner, HSPVA Friends will work with the Applicant Team and faculty/staff committees to establish a pay scale for Kinder HSPVA employees. If HSPVA Friends becomes the employer for Kinder HSPVA personnel, the organization will scale up to offer more robust payroll services as needed in order to follow best practices under the guidance of their accountant, auditors, and Board of Directors.

c. A description of the organization's internal controls, financial reporting requirements, and process for conducting independent annual financial and administrative audit

HSPVA Friends follows generally accepted accounting principles for non-profit organizations.

As an Operating Partner, the HSPVA Friends finance staff will pursue training on TEA's Financial Accountability Systems Resource Guide and the requirements applicable to Subchapter C charter schools. Internal controls will be structured as appropriate.

HSPVA Friends current internal controls are as follows:

Cash Receipts and Disbursements

HSPVA Friends' cash receipts and disbursements are processed to ensure adequate segregation of duties as approved by our external auditor. ACH/Direct deposit are preferred in order to most efficiently ensure secure transactions and document duty segregation. The Executive Director reviews all bank statements and supporting documentation and submits it to the bookkeeper and accountant to enter into QuickBooks.

Credit Cards

The Executive Director, the Operations Manager, and the Director of Strategic Engagement have credit cards. The Kinder HSPVA faculty may check out (borrow) a credit card by filling out HSPVA Friends' online form explaining their need, which signals the Executive Director who gives approval. The Operations Manager and the Executive Director review all charges monthly and make sure there is a business purpose. The Operations Manager, bookkeeper, and accountant review the Executive Director's charges to make sure they are business expenses and would not be afraid to go to a board member if something seemed unusual.

Investments

The bookkeeper and accountant reconcile the investments on a monthly basis and investment return is reviewed by the board quarterly. Withdrawal requests from investment accounts must be in writing. Transfers can only be made to other HSPVA Friends accounts.

Program Service Fees

Program service fees are primarily generated by performance ticket sales (box office) and workshops for middle school students. For the box office, HSPVA Friends uses SimpleTix software, and the reports from each performance are generated by the Box Office Manager and sent to the Executive Director for review. The bookkeeper and accountant reconcile the bank account. For student workshops, HSPVA Friends uses Sawyer software. The Executive Director allocates program service fees by art area per semester and sends to the bookkeeper and accountant to allocate in QB.

Net Assets

HSPVA Friends uses Classes in Quickbooks to track net assets.

Journal Entries

Journal entries are done by the bookkeeper and accountant and are reviewed by the Executive Director.

Monthly

The Executive Director reviews the detailed income and expenses monthly. The bookkeeper and accountant prepare monthly financial statements for the Executive Director, and the Board reviews quarterly. The Executive Director has view-only access to QuickBooks.

Audit

Audited financial statements are posted on the HSPVA Friends website. Blazek & Vetterling has performed HSPVA Friends' annual independent financial audit since 2015. Blazek & Vetterling was formed in 1991 to serve nonprofit organizations with their audit and tax requirements. Over the past three decades, they have built their reputation as the go-to accounting firm for nonprofits by combining unique nonprofit expertise with a work environment where partners and managers are actively involved with accounts. Blazek & Vetterling has served over 700 clients and continues to strengthen their position as one of the most trusted firms in the Houston area.

990

HSPVA Friends contracts Blazek & Vetterling to prepare the annual IRS Form 990. Filed 990s are posted on the HSPVA Friends website.

d. The roles and responsibilities among the administration and governing board regarding school finance:

HSPVA Friends Executive Director and Principal will collaborate to create the annual campus budget using input numbers from Houston ISD's finance team, historical actuals, and staff input around program changes and student needs for the coming year. The HSPVA Friends Board's Finance Committee will review the budget and recommend action to the full Board. The Board will review and approve the

annual campus budget during a meeting held in compliance with the Texas Open Meetings Act. Throughout the year, the administration will report budget to actuals at regular intervals. Proposed budget amendments above the threshold specified in the HSPVA Friends fiscal policies will be brought to the Board for approval.

The HSPVA Friends Board of Directors will select an audit firm, and the HSPVA Friends administration will work closely with the audit firm to provide necessary documentation to complete the audit and file all required annual filings. The HSPVA Friends Board of Directors will approve the audit.

e. How the organization ensures financial transparency, including:

- **plans for public adoption of the school's budget**
- **public dissemination of its annual audit and an annual report**

After determining the upcoming year's assumptions and inputs that drive public funding (attendance and enrollment projections, service options, etc.), the HSPVA Friends Executive Director and Board Finance Committee will put together a budget based on the funding formulas and allocations outlined in the Partnership contract. The Treasurer will present the Finance Committee's recommended budget to the HSPVA Friends Board of Directors for a vote at a public HSPVA Friends Board Meeting.

HSPVA Friends' annual audits and reports are available on the HSPVA Friends website.

e. As *Attachment 10*, an operating budget and narrative that explains revenue and cost assumptions, including:

- **grant/fundraising assumptions**
- **the amount and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated, and including evidence of firm commitments where applicable)**
- **the projected cost to implement the academic model described in this application**

Attachment 10 included? ☒ YES ☐ NO

f. Describe the organization's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated:

If revenues are not received or are lower than estimated, HSPVA Friends moves quickly to decrease non-essential services while fulfilling our promise to provide a robust arts education to Kinder HSPVA students. HSPVA Friends is proactive about maintaining solvency by retaining at least six months of reserve funds to lessen the impacts of a decrease in revenue or emergency expenses.

Attachments

Attachment 1: Graduation Requirements

Kinder High School for the Performing and Visual Arts (Kinder HSPVA)

Graduation Requirements – Arts and Humanities Endorsement

This document affirms that Kinder High School for the Performing and Visual Arts (Kinder HSPVA) adheres to the Texas Education Agency (TEA) graduation requirements under the Foundation High School Program (FHSP) with an Arts and Humanities Endorsement. Kinder HSPVA's graduation plan is fully aligned to state requirements and is designed to support the rigorous academic and conservatory-level fine arts programming that defines the school's mission.

TEA Foundation High School Program (FHSP)

Total Credits Required for Graduation: 26 credits

Kinder HSPVA students complete all required coursework under the FHSP as established by TEA, including the following core academic requirements:

- English: 4 credits (English I, II, III, IV)
- Mathematics: 4 credits (including Algebra I and Geometry)
- Science: 4 credits (including Biology and Chemistry or Physics)
- Social Studies: 3 credits (World History, U.S. History, Government/Economics)
- Languages Other Than English (LOTE): 2 credits
- Physical Education: 1 credit
- Fine Arts (Foundation): 1 credit
- Electives: 4 credits

These requirements total 26 credits when combined with endorsement-specific coursework described below.

Arts and Humanities Endorsement Requirements

In addition to completion of the FHSP, all Kinder HSPVA students earn an Arts and Humanities Endorsement by completing TEA-required coursework.

State Assessment and Graduation-Related Requirements

Consistent with TEA requirements, Kinder HSPVA students must also meet the following graduation-related criteria:

- End-of-Course (EOC) Assessments: Successful completion of required EOCs in:
 - Algebra I
 - English I

- English II
- Biology
- U.S. History
- Financial Aid Requirement: Completion of the FAFSA or TASFA, or submission of a state-approved opt-out form.
- Community Safety Instruction: Participation in required instruction related to interactions with law enforcement and community safety.

Health Course Clarification

Kinder HSPVA follows TEA graduation requirements, which do not require Health as a standalone course for graduation under the Foundation High School Program or for completion of an Arts and Humanities Endorsement.

Accordingly:

- Kinder HSPVA will not include Health as a graduation requirement beginning with the 2030 graduating class.
- This approach reflects compliance with TEA rules and supports instructional coherence within the school's highly structured academic and fine arts course sequences.

District Course Planning

While TEA establishes graduation requirements and endorsement frameworks, specific course offerings and sequences are determined through the district's coherent course planning process. Kinder HSPVA's course catalog and advising structures ensure that all students have access to the required academic courses and the depth of fine arts coursework necessary to successfully complete the Arts and Humanities Endorsement.

Postsecondary Readiness (CCMR)

Kinder High School for the Performing and Visual Arts (HSPVA) prepares students to graduate having met the Texas Education Agency's graduation requirements and equipped with the academic, artistic, and executive functioning skills necessary for postsecondary success. Graduation expectations are intentionally designed to ensure students complete a rigorous academic program aligned to college readiness standards while engaging in a sequenced, pre-conservatory arts curriculum that mirrors the demands of postsecondary education and professional artistic training.

Academically, students complete all required coursework under the Foundation High School Program with appropriate endorsements, with a strong emphasis on advanced coursework, analytical writing, research, and problem solving. Instruction across disciplines is aligned to TEKS, Advanced Placement (AP) frameworks, and college readiness standards, ensuring sustained preparation for postsecondary coursework. High levels of participation and success in AP examinations reflect the strength of this

preparation, as students routinely engage with college-level content and demonstrate mastery through formal assessment.

In addition to AP coursework, HSPVA emphasizes college readiness through intentional preparation for SAT and TSIA benchmarks. Instructional practices across English, mathematics, and science reinforce the academic literacy, quantitative reasoning, and analytical skills measured by these assessments. As a result, students consistently demonstrate readiness through strong SAT performance and successful attainment of TSIA benchmarks, reducing the need for remediation upon entry into postsecondary institutions.

The pre-conservatory arts model further reinforces postsecondary readiness by requiring students to complete multi-year sequences within their chosen art discipline. These sequences emphasize sustained practice, critique, revision, and public presentation—skills aligned with conservatory training and professional expectations. Portfolio development, audition preparation, and performance evaluations require students to manage long-term projects, respond to feedback, and advocate for themselves in high-stakes environments.

HSPVA intentionally develops independence and executive functioning through increasing expectations for self-management, time planning, and self-advocacy. Students balance demanding academic coursework with intensive arts instruction, rehearsals, and performances, learning to prioritize responsibilities and meet complex deadlines. Tutorials, advisory structures, and targeted academic supports strengthen these skills while ensuring students remain on track for graduation and postsecondary success.

With increased autonomy through an SB 1882 partnership and if funds are available, HSPVA is interested in strengthening these outcomes by investing in a full-time College and Career Counselor dedicated to expanding and coordinating postsecondary readiness efforts. This role would elevate current practices by providing individualized academic advising, AP and dual credit guidance, SAT and TSIA support, college and conservatory application assistance, portfolio and audition coaching, and comprehensive financial aid and scholarship counseling. A dedicated counselor would also strengthen alignment between graduation planning, CCMR indicators, and postsecondary placement outcomes, ensuring students receive consistent, expert guidance throughout their high school experience.

Through this integrated model, graduation from HSPVA represents more than credit completion. It signifies a student's readiness to succeed in postsecondary environments, as evidenced by AP exam performance, SAT and TSIA readiness, and the ability to navigate complex academic and artistic demands with independence and confidence. This approach aligns with district priorities for rigorous learning environments and underscores HSPVA's commitment to graduating students prepared for success beyond high school.

Attachment 2: Enrollment Policy

Kinder HSPVA Student Enrollment Policy (Draft)

I. Purpose and Legal Compliance

Kinder High School for the Performing and Visual Arts (Kinder HSPVA) operates as an audition-based magnet campus and is committed to maintaining an open enrollment policy that complies fully with Texas state law and all applicable federal and state nondiscrimination requirements. Kinder HSPVA is open to all eligible students who meet promotion requirements for entry into ninth grade and who demonstrate artistic talent or potential through the audition process. Residents of Houston ISD and children of employees of Houston ISD (who contribute to TRS) receive priority in the admissions process.

The school does not discriminate on the basis of race, color, national origin, sex, disability, socioeconomic status, language proficiency, religion, or prior academic performance.

II. Eligibility and Admissions Criteria

Admission to Kinder HSPVA is determined solely through an audition process specific to each arts discipline. Academic records, prior grades, standardized test scores, attendance history, and disciplinary records are not reviewed or considered as part of the admissions decision. Offers are made pending promotion to the next grade level.

Students audition for a specific arts department, and eligibility is determined based on artistic criteria established by each department that reflect discipline-specific skills, artistic potential, and readiness for participation in a four-year pre-conservatory instructional program. Admission offers are extended to students who meet the artistic expectations set by the respective arts department.

Students with disabilities, students with Individualized Education Programs (IEPs) or Section 504 plans, emergent bilingual students, and students who require accommodations are fully eligible to participate in the audition process. Accommodations for auditions are provided upon request without requiring documentation, ensuring equitable access for all applicants.

III. Enrollment Capacity and Management

Kinder HSPVA manages enrollment capacity by strategically offering more admission slots than the projected enrollment target, accounting for anticipated attrition that may occur between acceptance and the start of the academic year. This practice allows the campus to meet or exceed projected enrollment numbers without reliance on a traditional waiting list.

Historically, this enrollment model has enabled Kinder HSPVA to maintain stable enrollment and staffing while ensuring that all students who qualify through the audition process are offered admission. The campus regularly meets or slightly exceeds its enrollment projections as a result of this approach.

IV. Lottery Process and Waiting List Policy

Kinder HSPVA is a secondary fine arts magnet school and is exempt from the HISD lottery process.

There is not a waiting list. After the initial round of offers have been extended, additional invitations are offered based on school, grade level, and department needs.

V. Equity, Access, and Outreach

Kinder HSPVA is deeply committed to equitable access and transparency throughout the recruitment, audition, and enrollment process. The campus implements multiple strategies to ensure that all interested students and families have meaningful access to information and opportunities to apply, including middle school outreach, on-campus tours offered regularly to prospective families, a publicly accessible website with clear audition guidelines, timelines, and examples, informational sessions for students and families, a Magnet Open House Night featuring performances and direct engagement with arts faculty, and the use of a digital audition platform that allows families flexibility in submission timing and format.

These strategies are designed to remove barriers related to transportation, scheduling, prior access to training, or familiarity with arts education systems.

VI. Enrollment Assurance

Kinder HSPVA affirms that all students who qualify through the audition process will be offered enrollment, subject to campus capacity and programmatic requirements. Through proactive enrollment planning, transparent admissions practices, and equitable outreach, the campus ensures that the audition process remains open and accessible to students across Houston ISD who demonstrate interest and potential in the arts.

VII. Audition Results, Feedback, and Reapplication

Due to the highly competitive nature of the admissions process and the volume of applications received annually, Kinder HSPVA does not provide individualized feedback, explanations, evaluations, or recommendations to applicants who do not qualify. The campus typically receives approximately one thousand applications each year across all arts disciplines, and providing individualized post-audition feedback is not operationally sustainable.

Admission decisions are final and are based solely on the determination of artistic eligibility through the audition process as defined by each arts department. Kinder HSPVA is not responsible for communicating specific reasons for non-selection, nor for offering guidance, critique, or recommendations regarding future auditions.

Students who do not qualify for ninth grade may reapply in subsequent years. Families are advised, however, that qualifying after ninth grade is significantly more limited due to the cumulative and sequential nature of the pre-conservatory instructional model. Availability for tenth-grade admission is

rare, and admission at the eleventh-grade level occurs only in exceptional circumstances when programmatic needs and instructional alignment allow. All applicants, regardless of grade level, are evaluated using the same audition-based eligibility criteria applicable to the intended arts discipline.

VIII. Promotion Standards

There is no re-audition process required for students to maintain enrollment once accepted.

Academic history is not considered during the application and audition process, and students matriculate with a very wide range of academic experience. Kinder HSPVA is committed to each student's academic success. In order to follow the vertically aligned *art area* coursework inherent to HSPVA's educational model, all students must complete the *academic* coursework necessary for promotion to the next grade level. Therefore, a student may be exited from the program if, *after a customized growth plan is developed and concentrated academic interventions are carried out*, the student is still unable to complete the academic coursework necessary for promotion to the next grade level.

Kinder HSPVA also reserves the right to exit a student if the student does not meet the participation requirements of the art area. Such circumstances may include, but are not limited to, excessive unexcused absences, refusal to take part in required activities, failure to adhere to program expectations, or inability to meet performance eligibility requirements.

IX. Review and Oversight

This enrollment policy is reviewed regularly by campus administration to ensure continued compliance with Texas state law and best practices for equity and access. Any updates to enrollment procedures are communicated clearly to families.

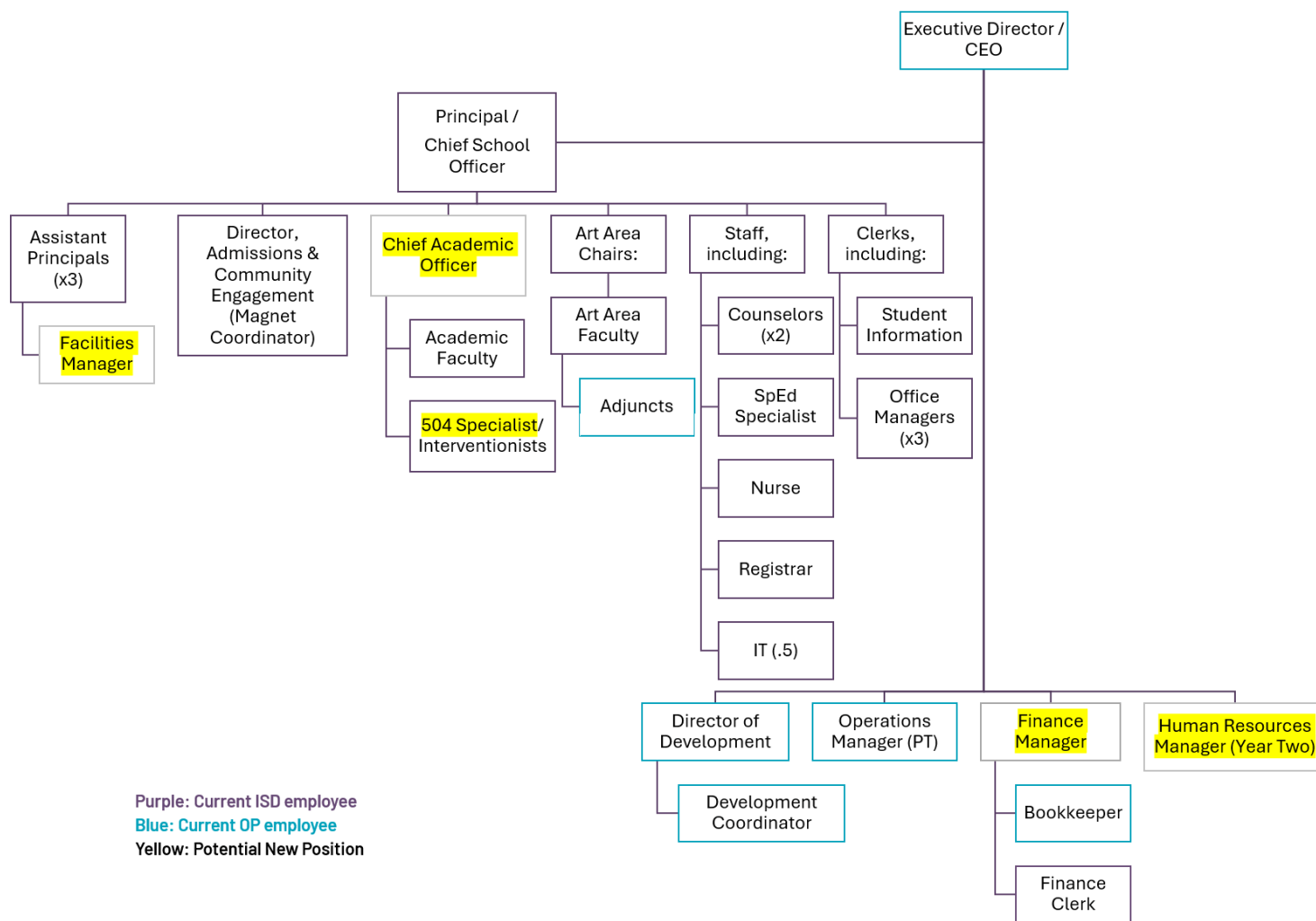
Attachment 3: Student Discipline Policy

Kinder HSPVA plans to continue using the Houston Independent School District [Student Code of Conduct](#).

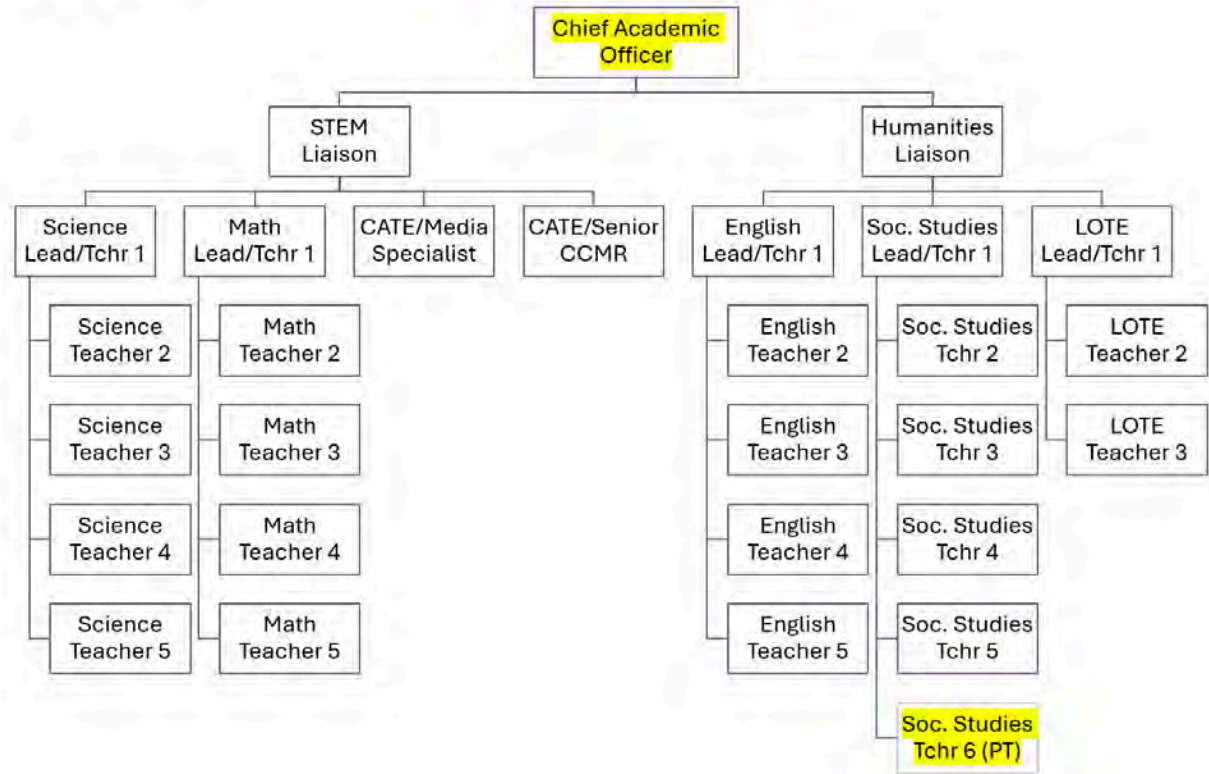
Attachment 4: Organization Charts

The three charts that follow are DRAFTS. Any faculty/staff expansion in Year One will depend on immediate need and available budget.

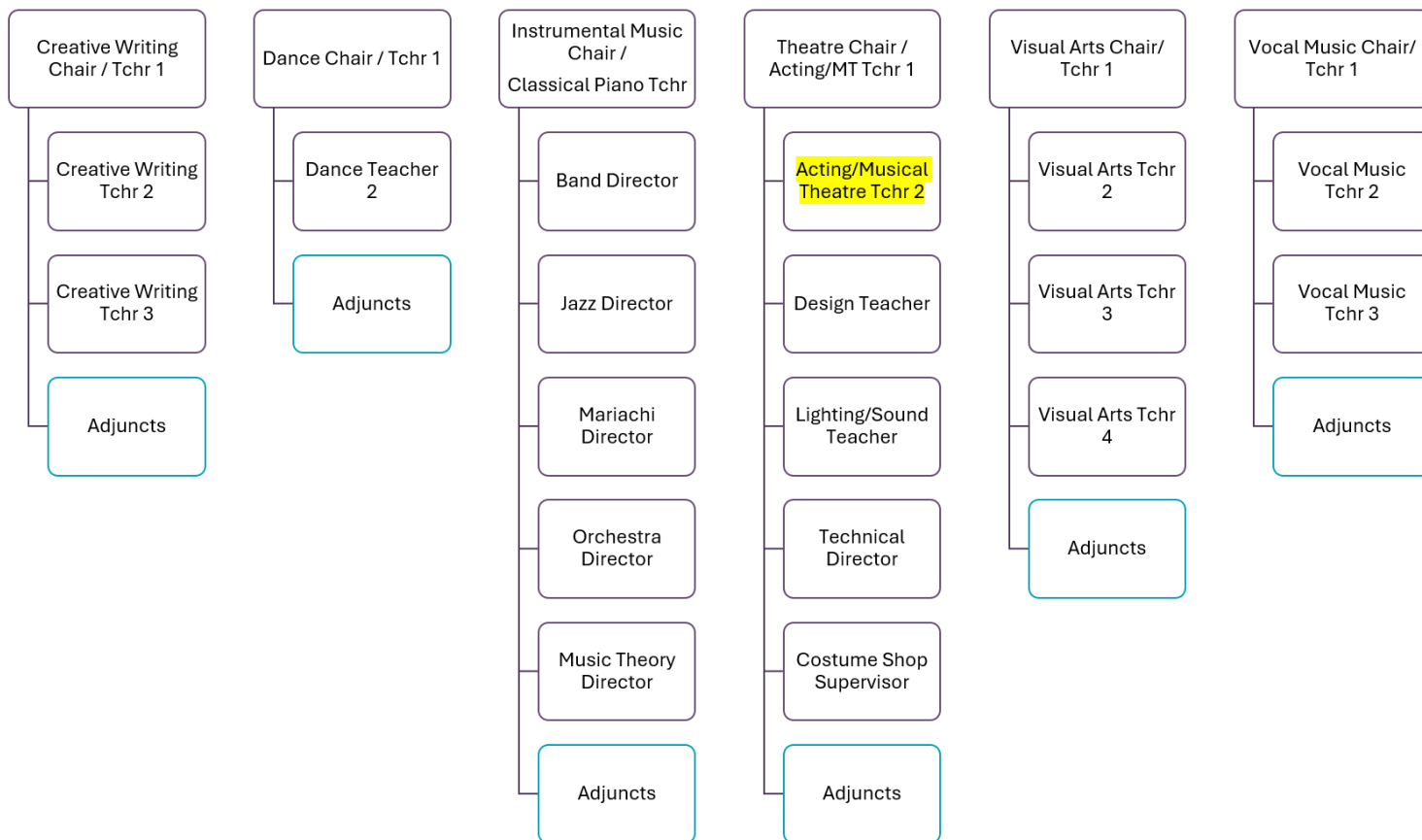
STAFF



ACADEMIC FACULTY



ART AREA FACULTY



Attachment 5: Board Documents

Included below are HSPVA Friends' current Bylaws and signed assurances. Once the organization is approved as an Operating Partner, HSPVA Friends will adopt new Board Documents and a revised Ethics and Conflict of Interest Policy that reflect the shift in mission and responsibilities. A proposed Ethics and Conflict of Interest Policy is included in this section.

Current HSPVA Friends Bylaws

BYLAWS OF HSPVA FRIENDS

ARTICLE I NAME

1.01 The name of the private, non-profit corporation shall be HSPVA Friends, hereinafter sometimes referred to as "Friends" or the "Corporation."

ARTICLE II PURPOSE

2.01 The purpose of the Corporation is supporting the needs of the students, staff, and special projects at the Houston Independent School District's Kinder High School for the Performing and Visual Arts ("Kinder HSPVA" or the "School") that may not be addressed by public funding, as well as communicating and collaborating with the Kinder HSPVA constituency to ensure Kinder HSPVA's continued excellence. The Corporation is organized and will be operated exclusively for educational and charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended.

ARTICLE III OFFICE

3.01 Principal Office. The principal office of the Corporation shall be located in Houston, Texas.

3.02 Registered Office and Registered Agent. The Corporation shall have and continuously maintain in the State of Texas a registered office, and a registered agent whose office is identical with such registered office, as required by the Texas Business Organizations Code (the "TBOC"). The registered office may be, but need not be, identical with the principal office of the Corporation in the state of Texas, and the address of the registered office may be changed by the Board of Directors of the Corporation (the "Board").

ARTICLE IV MEMBERS

4.01 The Corporation shall not have members as defined in TBOC Section 1.0053(B).

ARTICLE V BOARD OF DIRECTORS

5.01 General Powers. The affairs of the Corporation shall be managed by its Board. The Board shall:

- (a) fulfill the responsibilities contained in the state statutory requirements;
- (b) ensure that the purpose and goals cited in the Certificate of Formation are accomplished for the Corporation;

- (c) elect Directors to the Board;
- (d) elect Directors for terms as officers;
- (e) select, hire and support an Executive Director consistent with a position description;
- (f) create a long-range plan for all services and programs and for the fiscal stability and security of the Corporation; and
- (g) support and serve as an advocate of the mission, services and fundraising projects of the Corporation.

5.02 Number and Tenure. The number of members of the Board of Directors shall not be less than seven (7) nor more than thirteen (13). Each member of the Board ("Director") shall serve a term of three (3) years, except as otherwise provided in this Article. For the purpose of staggering their terms, the Directors shall be divided into three (3) classes, as nearly equal in numbers as practical, and the term of one class shall expire each fiscal year in regular rotation. In case the number of any class becomes unequal to the other classes, the Board may elect Directors to terms of one or two years, as it may deem most practical. No Director may serve for more than three (3) consecutive terms, except as the Board in its discretion may otherwise decide. Additionally, after a one (1) year hiatus from the Board, a Director may be elected to the Board for additional terms the same as if said Director had not previously served on the Board.

5.03 Qualifications. Membership on the Board shall be open to all individuals who are recommended by the Governance Committee and approved by the Board. Not all Directors must be residents of the State of Texas, but three-fourths (3/4) of the Directors must be residents of the greater Houston metropolitan area.

5.04 Election of New Directors and Officers. To the extent the terms of Directors are expiring pursuant to Article 5.02, the Board shall elect officers and Directors at the first meeting of the fiscal year, with terms to begin upon such election. The Board may elect Directors to fill existing vacancies on the Board at any time.

5.05 Regular Meetings. The Board shall endeavor to meet a minimum of five (5) times per calendar year. Meetings will be held at a time and place to be decided by the Board.

5.06 Special Meetings. Special Meetings of the Board may be called by or at the request of the Chair or any four Directors. The person or persons authorized to call special meetings of the Board may fix any place within the Houston metropolitan area as the place for holding any special meetings of the Board called by them.

5.07 Notice. Notice of any special meetings of the Board shall be given at least five (5) days previously thereto by written notice, delivered personally or sent to each Director at her/his address as shown by the records of the Corporation, by mail, facsimile, or e-mail. If mailed, such notice shall be deemed to be delivered three (3) days after deposited in the United States mail so addressed with postage thereon prepaid. The attendance of a Director at any meeting shall constitute a waiver of notice of such meeting, except where a Director attends a

meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. The business to be transacted at and the purpose of the special meeting of the Board shall be specified in the written notice of such meeting. No other business may be transacted at said special meeting.

5.08 Quorum. The presence of a majority of the Directors shall constitute a quorum for the transaction of business at any meeting of the Board. If less than a majority of the Directors are present at said meeting, a majority of the Directors who are present at the meeting may adjourn the meeting without further notice.

5.09 Manner of Acting. The act of at least a majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board. Any action required or permitted to be taken at any meeting of the Board or of any committee thereof may be taken without a meeting if a written consent, setting forth the action so taken, is signed by all the Directors or the committee, as the case may be. An electronic transmission by a Director consenting to an action to be taken and transmitted by a Director is considered written, signed, and dated for the purposes of this Section 5.09 if the transmission sets forth or is delivered with information from which the Corporation can determine that the transmission was transmitted by the Director and the date on which the Director transmitted the transmission. Such consent shall have the same force and effect as a vote at a meeting of the Board or the committee thereof.

5.10 Meetings by Electronic Communications Equipment. Directors or any committee designated by the Board may participate in and hold a meeting of the Board or such committee by means of conference telephone or similar communications equipment, or another suitable electronic communications system (including, without limitation, video conferencing via the Internet or other medium), or any combination thereof, provided that the telephone or other equipment or system permits each person participating in the meeting to communicate with all other persons participating in the meeting; and participation in a meeting pursuant to this Section 5.10 shall constitute presence in person at such meeting, except with respect to any person who participates in the meeting for the express purpose of objecting to the transaction of any business on the ground that the meeting is not lawfully called or convened.

5.11 Vacancies. Any vacancy occurring on the Board may be filled by the Board at any regular or special meeting of the Board. A Director elected to fill a vacancy for the unexpired term of her/his predecessor in office for less than one (1) year will be eligible to serve for up to three (3) consecutive years.

5.12 Compensation. Directors shall not receive any salary or compensation for their services as Directors; provided, however, that nothing contained herein shall be construed as precluding any Director from receiving compensation in a reasonable amount for personal services rendered (other than services rendered as a Director) that are reasonable and necessary in carrying out the Corporation's purposes as the Board of Directors may from time to time determine. A Director shall be entitled to reimbursement for reasonable expenses incurred in carrying out his/her duties as a Director.

5.13 Procedure. The Board shall keep regular minutes of its proceedings.

5.14 Removal. The absence of a Director from three (3) consecutive Board meetings, without excuse, is equivalent to resignation from the Board, subject only to the Board voting to accept such resignation at any regular or special meeting of the Board. Confirmation of such absences and subsequent removal shall be given to the applicable Director, in writing, by the Secretary. Any Director may be removed from the Board by a two-thirds (2/3) vote of a quorum of the Board whenever, in the Board's judgment, the best interests of the Corporation would be served. Notice of removal shall be given in writing to the applicable Director by the Secretary not more than ten (10) days subsequent to such action.

ARTICLE VI OFFICERS

6.01 The Officers of the Board. The officers of the Corporation shall be a Chair, Treasurer and Secretary. The Board may elect or appoint such other officers as it may deem desirable, which additional officers shall have the authority and perform the duties prescribed by the Board.

6.02 Election and Term of Office. A slate of officers shall be recommended by the Governance Committee prior to the first meeting of the Board each fiscal year. Elections shall take place at the first meeting of the fiscal year and additional nominations may be made from the floor at the time of the election. Each nominee must have served as a Director for a period of at least six (6) months; provided, however, that this provision may be waived for good cause by two-thirds (2/3) vote of a quorum of the Board. All officers shall be elected for a one-year term or until such officer's successor is elected.

6.03 Removal. Any officer may be removed by a two-thirds (2/3) vote of a quorum of the Board after any grievance procedure has been exhausted (as may be determined by the Board) whenever in the Board's judgment the best interests of the Corporation would be served. Notice of removal shall be given in writing to the removed officer by the Secretary, Chair, or any other officer not more than ten (10) days subsequent to such action.

6.04 Vacancies. A vacancy in any office because of death, resignation, removal, disqualification, or otherwise, may be filled by the Board for the unexpired portion of the term. The Governance Committee shall recommend a successor to the Board for their approval.

6.05 Chair. The Chair shall serve as Chair of the Board. Additionally, the Chair (or in the Chair's absence, the Treasurer or other Director designated by the Chair) shall preside at meetings of the Board. The Chair shall have such powers and perform such duties as are vested in the Chair by these Bylaws and such other powers and duties as prescribed by the Board. The Chair, or the Chair's designated representative, shall be a liaison between the Board and community groups.

6.06 Treasurer. The Treasurer shall be responsible for coordinating the financial activities of the Corporation and reporting to the Board at each Board meeting the financial status and condition of the Corporation.

6.07 Secretary. The Secretary shall keep a record of attendance and the minutes of all Board meetings; keep a register of the post office address and e-mail address of each Director

which shall be furnished to the Secretary by each Director and, in general, perform all duties incident to the office of Secretary and such other duties as may be assigned to the Secretary by the Chair or by the Board.

ARTICLE VII COMMITTEES

7.01 Governance Committee. The Board shall designate and appoint Directors to a Governance Committee, which shall consist of at least three (3) but not more than seven (7) Directors. The Chair of the Governance Committee shall be designated by the Board upon recommendation by the Governance Committee, and with the concurrence of the Board Chair. The Governance Committee shall have such authority and perform such functions as may be determined from time to time by the Board.

7.02 Finance Committee. The Board shall designate a Finance Committee, which shall consist of at least three (3) but not more than seven (7) Directors. The Treasurer shall be Chair of the Finance Committee and shall be empowered to nominate the other members of the Finance Committee. The Finance Committee shall have the power, subject to the approval of the Board, to nominate and appoint one or more *ex officio* members to the Committee, who need not be Directors, to provide expertise or otherwise assist the Committee. The Finance Committee shall have such authority and perform such functions as may be determined from time to time by the Board.

7.03 Executive Committee. The Board Chair shall chair the Executive Committee, which shall consist of at least three (3) Directors who shall be appointed by the Board upon recommendation by the Governance Committee, provided that each Board officer and each Chair of a standing committee shall be included as members of the Executive Committee. The Executive Committee shall have such authority and perform such functions as may be determined from time to time by the Board.

7.04 Special Committees. The Board may from time to time designate one or more special committees, which shall consist of such Directors as the Board deems necessary to carry on the work of the committee, and which shall have and exercise the authority granted by the Board to such committee in the management of the Corporation. The Chair shall appoint the Chair of each special committee.

7.05 Term of Office. Each member of a committee shall continue as such until the first meeting of a new fiscal year or until his or her successor is appointed, unless the committee shall be sooner terminated or unless such member shall cease to qualify as a member thereof.

7.06 Vacancies. Vacancies in the membership of any committee may be filled by appointments made in the same manner as provided in the case of original appointments.

7.07 Quorum. Unless otherwise provided in the resolution of the Board designating a committee, a majority of the whole committee shall constitute a quorum and decisions made at meetings at which a majority of the members are present shall be the act of the committee.

7.08 Rules and Ex Officio Members. Each committee may adopt rules for its own government not inconsistent with these Bylaws or with rules adopted by the Board. The Board may from time to time appoint and remove non-directors to serve as ex officio non-voting members of any committee. Each committee shall strive to ensure that committee service is evenly distributed among the directors to the extent possible.

ARTICLE VIII STAFF

8.01 Employment. Professional, clerical and maintenance staff related to the Corporation may be employed by the Corporation as may be determined by the Board in accordance with the provisions of these Bylaws and in accordance with the personnel policies established by the Board.

8.02 Executive Director. The Executive Director is responsible for the execution and administration of policies and programs approved by the Board. The Executive Director shall not be a Director but shall attend and may participate in discussion in all meetings of the Board, except when matters of the Executive Director's own employment are under consideration. The Executive Director may attend and participate in all meetings of standing and special committees. The Executive Director shall act as the agent of the Board in the employment, supervision and release of staff according to the direction of the Board and any policies and procedures established by the Board.

8.03 Duties of the Executive Director. The Executive Director of the Corporation shall be:

- (a) a representative for the Corporation in the community (in addition to the Chair) and for appropriate professional organizations which benefit the Corporation and its mission;
- (b) accountable for implementing and monitoring Board policies, distributing governing documents to the Board, and recommending future policies;
- (c) responsible for continually implementing and updating long-range plans as developed by the Board;
- (d) the primary liaison with the Board, its committees, and Friends' volunteers and donors;
- (e) responsible for hiring, supervising and releasing staff and maintaining fair personnel policies;
- (f) responsible for preparation of operating budgets, special programs, meetings, grant requests, fundraising activities, and all public relations, marketing and resource development operations; and
- (g) any such other duties or powers as the Board may delegate to the Executive Director.

8.04 Limitation of Function. The Executive Director is not eligible for membership on the Board, or for election to any office, or for appointment to the voting membership of any committee provided for in these Bylaws.

ARTICLE IX CONTRACTS, CHECKS, DEPOSITS AND FUNDS

9.01 Contracts. The Board may authorize any officers, staff or agents of the Corporation, in addition to the officers so authorized by these Bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation. Such authority may be general or confined to specific instances.

9.02 Checks and Drafts. All checks, drafts or orders for the payment of money or other evidences of indebtedness issued in the name of the Corporation shall be approved and signed by such officers, staff or agents and in such manner as shall be determined by resolution of the Board. In the absence of such determination by the Board, such instruments shall be signed by the Treasurer or Executive Director or by such officers or agents as the Chair designates.

9.03 Deposits. All funds of the Corporation shall be timely deposited to the credit of the Corporation in such banks, trust companies, or other depositories as the Board may authorize and direct.

9.04 Solicitation of Funds. All solicitation of funds in the name of HSPVA Friends must be coordinated with the Executive Director.

ARTICLE X FISCAL YEAR

10.01 Fiscal Year. The fiscal year of the Corporation shall begin on August 1 and end on July 31.

ARTICLE XI BOOKS AND RECORDS

11.01 Audit. The Board may, in its discretion, elect annually to conduct either an audit or an independent accountant's review report of Friends' financial records. Any audit shall be conducted in accordance with generally accepted accounting principles, and the audit or review report shall be presented to the Board within thirty (30) days of its completion.

11.02 Books and Records. The Corporation shall keep correct books and records of accounts, records of attendance, and the minutes of the proceedings of the Board meetings. The Corporation shall keep an accurate record of the names and addresses of the Board members.

11.03 Financial Records and Annual Reports. The Corporation shall maintain current and accurate financial records with complete entries as to each financial transaction of the Corporation, including income and expenditures, in accordance with generally accepted accounting principles. Based on such records, the Board of Directors shall annually approve a

financial report for the Corporation for the preceding year. The report must conform to accounting standards as adopted by the American Institute of Certified Public Accountants.

ARTICLE XII INDEMNIFICATION

12.01 General. The Corporation shall indemnify persons who are or were a Director or officer of the Corporation, both in their official capacities and as a delegate, against any and all liability and expenses that may be incurred by them in connection with or resulting from any proceeding that arises from or relates to their actions or inactions taken in such capacity(ies), to the full extent permitted or required by applicable law. In advance of the final disposition of any such proceeding as described herein, the Corporation shall pay or reimburse to each present or former Director or officer or delegate of the Corporation upon request therefor all reasonable expenses incurred by such person who was, is or is threatened to be made a respondent in such proceeding to the full extent permitted by applicable law. The Corporation may indemnify persons who are or were an employee or agent (other than a present or former Director or officer or delegate) of the Corporation (collectively, along with the present and former Directors and officers and delegates of the Corporation, "Corporate Functionaries") against any and all liability and expenses that may be incurred by them in connection with or resulting from any proceeding that arises from or relates to their actions or inactions taken in such capacity(ies), to the full extent permitted or required by applicable law. In advance of the final disposition of any such proceeding, the Corporation may pay or reimburse to each present or former employee or agent (other than a present or former Director or officer or delegate) of the Corporation all reasonable expenses incurred by such person who was, is or is threatened to be made a respondent in such proceeding upon the Corporation's receipt of an affirmation and an undertaking of the kind described in Section 8.104(a) of the Texas Business Organizations Code (the "Code") on such terms as the Corporation considers appropriate. The rights of indemnification provided for in this Article XII shall be in addition to all rights to which any Corporate Functionary may be entitled under any agreement or as a matter of law or otherwise. Terms used in this Article XII that are defined in Section 8.001 of the Code are used as so defined.

12.02 Insurance. The Corporation may purchase or maintain insurance with a person or entity that is regularly engaged in the business of providing insurance coverage on behalf of any Corporate Functionary against any liability or expense asserted against him/her and incurred by him/her in such a capacity or arising out of his/her status as a Corporate Functionary, whether or not the Corporation would have the power to indemnify him or her against the liability or expense under the Code or these Bylaws. Without limiting the power of the Corporation to procure or maintain any kind of insurance or arrangement, the Corporation may, for the benefit of persons indemnified by the Corporation, (i) create a trust fund, (ii) establish any form of self-insurance, including a contract to indemnify, (iii) secure its indemnification obligation by grant of any security interest or other lien on the assets of the Corporation, or (iv) establish a letter of credit, guaranty or surety arrangement. Any such insurance or other arrangement may be procured, maintained or established within the Corporation or with any insurer or other person deemed appropriate by the Board. In the absence of fraud, the judgment of the Board as to the terms and conditions of such insurance or other arrangement and the identity of the insurer or other person participating in an arrangement shall be conclusive, and the insurance or arrangement shall not be voidable and shall not subject the Directors approving the insurance or

arrangement to liability, on any ground, regardless of whether Directors participating in approving such insurance or other arrangement shall be beneficiaries thereof.

ARTICLE XIII WAIVER OF NOTICE

13.01 Whenever any notice is required to be given under the Texas Business Organizations Code or under the provisions of the Certificate of Formation or the Bylaws of the Corporation, a waiver thereof, in writing, signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

ARTICLE XIV AMENDMENT TO BYLAWS OF CORPORATION

14.01 These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by a majority of the Directors of the Board present at any regular meeting or at any called meeting of the Board, if at least five (5) days written notice is given of an intention to alter, amend or repeal these Bylaws at such meeting. The Board shall endeavor to review these Bylaws no less than every four (4) years.

ARTICLE XV DISSOLUTION OF CORPORATION

On discontinuance of the Corporation by dissolution or otherwise, its assets shall be distributed as provided for in its Certificate of Formation.

CERTIFICATION

I, Grant Dorfman, Secretary of HSPVA Friends, hereby certify that the foregoing is a true, accurate and complete copy of the Bylaws of HSPVA Friends adopted by the Board as of February 24, 2021.


Grant Dorfman



Supporting Kinder High School
for the Performing and Visual Arts

January 20, 2026

**Statement of Assurances: Independent Governance and
Avoidance of Conflict of Interest**

The assurances document serves as a commitment from the Board of Directors of HSPVA Friends that it will maintain required independence from the district, avoid conflicts of interest within the organization, ensure financial transparency, and continue the organization's commitment to non-discriminatory practices, as follows:

1. The Board of Directors is not and shall not be comprised of any members of the independent school district's Board of Trustees, the Superintendent, or staff responsible for evaluating the partnership application or overseeing the performance contract.
2. No members of the Board of Directors will be employed by the district.
3. No member of the Board of Directors is related within the first degree of affinity or consanguinity with any members of the independent school district's Board of Trustees, the Superintendent, or staff responsible for granting the charter or contract to partner to operate or overseeing the performance contract.
4. The district has not appointed any member of the Board of Directors.
5. The Board of Directors will participate in board governance training provided by TEA or a vendor recommended by TEA.
6. The Board of Directors will ensure that the district is notified of any changes to board membership.
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8. The Board of Directors will ensure implementation of internal controls to safeguard the school's funds and the integrity of its financial operations. The Board will adhere to all applicable financial reporting requirements and implement a process for conducting independent annual financial and administrative audits.
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10. The Board of Directors will ensure the continuation of the organization's policy against discrimination in admission on the basis of national origin, ethnicity, race, religion, or disability.

As a Board member of HSPVA Friends, by my signature I attest that I understand the responsibilities set forth above.

Board Member: Frank Angelle

Signature:  Frank Angelle (Jan 19, 2026 18:53:09 CST)



Supporting Kinder High School
for the Performing and Visual Arts

January 20, 2026

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As a Board member of HSPVA Friends, by my signature I attest that I understand the responsibilities set forth above.

Board Member: Patricia Bonner

Signature: *Patricia Bonner*
Patricia Bonner (Jan 19, 2026 22:17:05 CST)



Supporting Kinder High School
for the Performing and Visual Arts

January 20, 2026

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As a Board member of HSPVA Friends, by my signature I attest that I understand the responsibilities set forth above.

Board Member: M. Kaye DeWalt

Signature: *M. Kaye DeWalt*
M. Kaye DeWalt (Jan 20, 2026 14:58:47 CST)



Supporting Kinder High School
for the Performing and Visual Arts

January 20, 2026

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As a Board member of HSPVA Friends, by my signature I attest that I understand the responsibilities set forth above.

Board Member: Grant Dorfman

Signature: 
Grant Dorfman (Jan 19, 2026 21:25:59 CST)



Supporting Kinder High School
for the Performing and Visual Arts

March 16, 2026

Statement of Assurances: Independent Governance and Avoidance of Conflict of Interest

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As a Board member of HSPVA Friends, by my signature I attest that I understand the responsibilities set forth above.

Board Member: Angie Eason

Signature: Angie Eason
Angie Eason (Mar 16, 2026 20:31:03 CDT)



Supporting Kinder High School
for the Performing and Visual Arts

January 20, 2026

**Statement of Assurances: Independent Governance and
Avoidance of Conflict of Interest**

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As a Board member of HSPVA Friends, by my signature I attest that I understand the responsibilities set forth above.

Board Member: Anna Eastman

Signature: 
Anna Eastman (Jan 19, 2026 19:04:57 CST)



Supporting Kinder High School
for the Performing and Visual Arts

January 20, 2026

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As a Board member of HSPVA Friends, by my signature I attest that I understand the responsibilities set forth above.

Board Member: Andrew Edison

Signature: *Andrew Edison*
Andrew Edison (Jan 20, 2026 05:40:43 PST)



Supporting Kinder High School
for the Performing and Visual Arts

January 20, 2026

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As a Board member of HSPVA Friends, by my signature I attest that I understand the responsibilities set forth above.

Board Member: Sally Edmundson

Signature:  Sally Edmundson (Jan 20, 2026 15:32:04 CST)



Supporting Kinder High School
for the Performing and Visual Arts

January 20, 2026

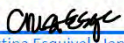
**Statement of Assurances: Independent Governance and
Avoidance of Conflict of Interest**

The assurances document serves as a commitment from the Board of Directors of HSPVA Friends that it will maintain required independence from the district, avoid conflicts of interest within the organization, ensure financial transparency, and continue the organization's commitment to non-discriminatory practices, as follows:

1. The Board of Directors is not and shall not be comprised of any members of the independent school district's Board of Trustees, the Superintendent, or staff responsible for evaluating the partnership application or overseeing the performance contract.
2. No members of the Board of Directors will be employed by the district.
3. No member of the Board of Directors is related within the first degree of affinity or consanguinity with any members of the independent school district's Board of Trustees, the Superintendent, or staff responsible for granting the charter or contract to partner to operate or overseeing the performance contract.
4. The district has not appointed any member of the Board of Directors.
5. The Board of Directors will participate in board governance training provided by TEA or a vendor recommended by TEA.
6. The Board of Directors will ensure that the district is notified of any changes to board membership.
7. The Board of Directors will comply with its Ethics and Conflict of Interest policy and monitor compliance within the organization more generally, as applicable.
8. The Board of Directors will ensure implementation of internal controls to safeguard the school's funds and the integrity of its financial operations. The Board will adhere to all applicable financial reporting requirements and implement a process for conducting independent annual financial and administrative audits.
9. The Board of Directors will ensure financial transparency by holding public discussions on school budget matters and adopting the school budget in meetings that comply with the Texas Open Meetings Act. Additionally, the Board will publicly post its annual audit and annual report on the school's website.
10. The Board of Directors will ensure the continuation of the organization's policy against discrimination in admission on the basis of national origin, ethnicity, race, religion, or disability.

As a Board member of HSPVA Friends, by my signature I attest that I understand the responsibilities set forth above.

Board Member: Cristina Esquivel

Signature: 
Cristina Esquivel (Jan 19, 2026 18:27:06 CST)



Supporting Kinder High School
for the Performing and Visual Arts

March 16, 2026

Statement of Assurances: Independent Governance and Avoidance of Conflict of Interest

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As a Board member of HSPVA Friends, by my signature I attest that I understand the responsibilities set forth above.

Board Member: Catherine L. Horn

Signature: Catherine L. Horn
Catherine L. Horn (Mar 16, 2026 10:37:23 CDT)



Supporting Kinder High School
for the Performing and Visual Arts

January 20, 2026

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As a Board member of HSPVA Friends, by my signature I attest that I understand the responsibilities set forth above.

Board Member: Kimberly Hickson Spaw

Signature: 
Kimberly Hickson (Jan 19, 2026 23:18:53 CST)



Supporting Kinder High School
for the Performing and Visual Arts

January 20, 2026

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As a Board member of HSPVA Friends, by my signature I attest that I understand the responsibilities set forth above.

Board Member: Janis Jarosz

Signature: *Janis Jarosz*
Janis Jarosz (Jan 19, 2026 18:11:34 CST)



Supporting Kinder High School
for the Performing and Visual Arts

January 20, 2026

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As a Board member of HSPVA Friends, by my signature I attest that I understand the responsibilities set forth above.

Board Member: Josh Pazda

Signature:  Josh Pazda (Jan 19, 2026 19:07:27 CST)

PROPOSED Ethics and Conflict of Interest Policy for Directors and Officers and Members of a Committee with Board Delegated Powers



Article I. DEFINITIONS

The following terms shall have the following meaning:

1. **Director or Officer.** A member of the governing body of the governing body of a charter school, or an officer of a charter school. An officer means a person charged with the duties of, or acting as, a Chief Executive Officer, a Central Administration Officer, a Campus Administration Officer, or a Business Manager, regardless of whether the person is an employee or contractor of a charter holder, charter school, management company, or any other person; or a volunteer working under the direction of a charter holder, charter school, or management company. A charter holder employee or independent contractor engaged solely in non-charter activities for the charter holder is not an "officer of a charter school."
2. **Business entity.** A sole proprietorship, partnership, firm, corporation, holding company, joint-stock company, receivership, trust, agency, political subdivision, or any other entity recognized by law.
3. **Substantial interest in business entity.** A person has a substantial interest in a business entity if: (1) the person owns 10% or more of the voting stock or shares of the business entity or owns either 10% or more or \$15,000 or more of the fair market value of the business entity; or (2) funds received by the person from the business entity exceed 10% of the person's gross income for the previous year.
4. **Substantial interest in real estate.** A person has a substantial interest in real estate, if the interest is an equitable or legal ownership with a fair market value of \$2,500 or more.
5. **Substantial interest through a relative or family member.** A Director or Officer is considered to have a substantial interest if a person related to the Director or Officer within the third degree by consanguinity or the third degree by affinity (as defined below) has a substantial interest.

6. **Family.** Family means a disqualified person's spouse, siblings, spouses of siblings, ancestors, children, grandchildren, great grandchildren, and spouses of children, grandchildren, and great grandchildren.

Article II ETHICAL PRINCIPLES.

1. **Personal and Professional Integrity.** Directors and Officers shall conduct themselves in an honest and ethical manner, including the ethical handling of actual or apparent conflicts of interest, as set forth below.
2. **Financial Stewardship.** As a tax-exempt public charity, HSPVA FRIENDS shall expend funds and record those expenditures in a manner that advances the charitable and educational mission and objectives of KINDER HSPVA, and not the private interests of Directors or Officers.
3. **Public Accountability.** FRIENDS shall provide comprehensive and timely information in accordance with applicable state and federal law and shall be responsive to reasonable requests for information about its activities. Additionally, informational data about FRIENDS such as IRS Form 990, audited financial statements and Annual Financial and Compliance Report, shall be made available to the public in accordance with applicable state and federal law.
4. **Accuracy and Retention of Records.** FRIENDS will create and maintain records that satisfy operational and legal requirements, including federal, state and local laws.
5. **Political Activities.** As a 501(c)(3) tax-exempt public charity, FRIENDS shall not engage in political activities. Directors and Officers shall not use their relationship with FRIENDS to promote or oppose political candidates or parties, or to create the appearance that FRIENDS endorses or opposes a political candidate or party for elected office.
6. **Endorsements and Use of the FRIENDS Name and Affiliation.** The FRIENDS name, logo, letterhead, or other intellectual property may not be used by any person to endorse or gain support for a cause without prior authorization in writing from the Directors.
7. **Questions, Concerns or Reports of Violations.** Should a Director or Officer believe a colleague is violating the obligations or expectations of this Policy or is otherwise acting in an illegal or unethical manner, it is his or her duty to report the matter to the President of the Board of Directors, or the Chief Executive Officer, as appropriate.
8. **Compensation.** No Director may receive compensation, directly or indirectly, from FRIENDS.

Article III. CONFLICTS OF INTEREST.

1. **Statement on State Law.** FRIENDS and its Officers and Directors shall comply with state law governing conflicts of interest among charter school and charter holder board members and officers.
2. **Independent Governance.** No individual shall be eligible for appointment or continued service as a member of the organization if such individual is (a) a current member of the Board of Trustees of the district; (b) the district Superintendent; or (c) an employee of the district who, by virtue of their official duties, participates in or has responsibility for the selection, management, evaluation,

or oversight of the district-charter partnership. This prohibition is intended to prevent actual or perceived conflicts of interest and to ensure the independence, objectivity, and integrity of the organization's governance and decision-making processes.

3. **Conflicts Requiring an Affidavit and Abstention from Voting.** The following circumstances shall be deemed a Conflict of Interest (as defined below), and the Director or Officer shall, in addition to the procedures set forth below (Conflict of Interest Procedures), take the following action:
 - a. If a Director or Officer has a substantial interest in a business entity or in real property, the Director or Officer shall file, before a vote, decision, or other action on any matter involving the business entity or the real property, an affidavit stating the nature and extent of the interest, and shall abstain from further participation in the matter if:
 - i. In the case of a substantial interest in a business entity, the vote, decision, or other action on the matter will have a special economic effect on the business entity that is distinguishable from the effect on the public; or
 - ii. In the case of a substantial interest in real property, it is reasonably foreseeable that a vote, decision, or other action on the matter will have a special economic effect on the value of the property, distinguishable from its effect on the public.
 - b. The affidavit described above is filed with the Secretary of the Board of Directors.
 - c. The Director or Officer filing the affidavit shall abstain from further participation in the matter requiring the affidavit. A Director or Officer filing the affidavit shall abstain from further participation in the matter requiring the affidavit unless a majority of the Board is composed of persons who are likewise required to file, and who do file affidavits of similar interests on the same official action.
4. **Separate Vote on Budget Item.** The Directors shall take a separate vote on any budget item specifically dedicated to a contract with a business entity in which a Director has a substantial interest. The affected Director may not participate in that separate vote. The affected Director may vote on a final budget if: (1) the affected Director has complied with the above-stated requirements; and (2) the matter in which the affected Director is concerned has been resolved.

Article IV. Statement on Federal Law.

FRIENDS and its Officers and Directors shall comply with the federal regulations regarding private benefit and excess benefit transactions as described in Section 4958 of the Internal Revenue Code and 26 CFR § 53.4958 (the "federal tax rules") when it is contemplating entering into a transaction or arrangement that may benefit the private interest of a Director or Officer or other individual deemed to be a disqualified person under the federal tax rules. A "disqualified person" includes Directors and Officers, and any person who is in a position to exercise substantial influence over the affairs of the corporation. A "disqualified person" includes Family (as defined below) of the disqualified person.

1. **Interested Person.** Any Director or Officer, employee, or member of a committee with powers delegated by the Board who has a direct or indirect Interest, as defined below, is an "Interested Person."

- a. A person has an “Interest” if the person has, directly or indirectly, through business, investment, or Family:
 - i. an ownership or investment interest, directly or indirectly, in any entity with which FRIENDS has a transaction or arrangement;
 - ii. a compensation arrangement with FRIENDS or with any entity or individual with which FRIENDS has a transaction or arrangement; or
 - iii. a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which FRIENDS is negotiating a transaction or arrangement.
 - b. “Compensation” is defined to include direct and indirect remuneration, as well as gifts or favors that are not insubstantial.
 - c. A person has an “Interest” if the person has a substantial interest in a business entity or a substantial interest in real property.
2. **Interested Person with Conflict of Interest.** An Interested Person shall have a Conflict of Interest (as defined below) only if the Board or the authorized committee determines that a Conflict of Interest exists in accordance with the procedures set forth below.
3. **Conflict of Interest Procedures**
- a. **Duty of Prior Disclosure.** In connection with any actual or potential conflict of interest, an Interested Person shall disclose the existence of the Interest in writing to the Board as soon as he or she has knowledge of it, and the Board shall give such Interested Person the opportunity to disclose all material facts related thereto to the Board or designated committee considering the proposed transaction or arrangement. Such written disclosure shall be made part of and set forth in the Board minutes. In any event, the disclosure of any actual or potential conflict of interest by an Interested Person should occur prior to any consideration of the proposed transaction by the Board.
 - i. **Transaction Not Subject to Board Action.** An Interested Person with any actual or potential conflict of interest with respect to a transaction or arrangement that is not the subject of Board action shall disclose to the President of the Board or Chief Executive Officer, any such Interest. Such disclosure shall be made as soon as the Interest is known to the Interested Person.
 - ii. **Untimely Disclosure.** If an Interested Person fails to disclose the Interest before the Board acts on a transaction as to which a Director has an Interest, then the Interested Person shall promptly submit a written statement to the Board setting forth all material facts regarding the Interest, along with an explanation concerning the untimely nature of the notice.
 - iii. **Failure to Disclose.** If the Board has reasonable cause to believe that an Interested Person failed to disclose an Interest, the Board shall inform the Interested Person of the basis for such belief and afford the Interested Person an opportunity to explain the alleged failure to disclose. After hearing the Interested Person’s explanation and conducting such investigation as may be warranted under the circumstances, the Board may determine that the Interested Person failed to

disclose an actual Conflict of Interest. In such event, the Board shall vote on the appropriate corrective action.

- b. Determining Whether a Conflict of Interest Exists. After disclosure of the Interest and all material facts related thereto, the Interested Person *shall leave the meeting of the Board or designated committee while a determination is made by disinterested Directors as to whether a conflict of interest ("Conflict of Interest") exists*. No Director shall vote on any matter in which he or she has a Conflict of Interest.
- c. Vote by Disinterested Directors
 - i. Nonparticipation of Directors with Conflict. A Director who has a Conflict of Interest shall neither vote nor participate in, nor be permitted to hear the Board's discussion of the matter, except to disclose material facts and to respond to questions. Such Director shall not attempt to exert his or her influence with respect to the matter, either before, during, or outside of the Board meeting.
 - ii. Action by Disinterested Directors. If the Board concludes that a Conflict of Interest exists, the Board shall determine by voting whether the transaction should be authorized, approved or ratified. Except as otherwise permitted by law, Directors with a Conflict of Interest shall leave the room in which the meeting is conducted. Except as otherwise allowed by law, a majority of the disinterested Directors, without regard to any quorum requirement, must vote affirmatively for the transaction to be authorized, approved or ratified. However, a transaction cannot be authorized, approved or ratified by a single Director.
 - iii. Vote Not Disallowed by Presence of Directors with a Conflict. The presence of, or a vote cast by, a Director with a Conflict of Interest in a transaction does not affect the validity of a vote regarding the transaction if the transaction is otherwise authorized, approved or ratified, as prescribed herein.

4. **Documentation.** The Board Secretary shall keep accurate minutes reporting:

- a. Interest Disclosed; Determination of Conflict of Interest. That the Interested Person(s) disclosed the Interest and the Board determined whether a Conflict of Interest exists. The minutes should include:
 - i. The name(s) of the person(s) who disclosed or otherwise were found to have an Interest in connection with an actual or possible conflict of interest, the nature of the Interest, any action taken to determine whether a Conflict of Interest was present, and the Board's or committee's decision as to whether a Conflict of Interest in fact existed.
 - ii. The names of the persons who were present for discussions and votes relating to the Conflict of Interest, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.
 - iii. A completed Affidavit of Abstention
- b. Nonparticipation of Directors with Conflict. That the Director or Directors with an Interest or a Conflict of Interest left the room and did not participate in the determination of

whether a Conflict of Interest exists or the vote regarding the transaction or arrangement;
and

- c. Vote of Disinterested Directors. That the remaining disinterested Directors reviewed the Transaction and voted upon it, and the result of their vote.

Article V. NEPOTISM.

1. **Nepotism Generally Prohibited.** A Director or Officer may not hire, select, appoint, confirm the appointment of, or vote for the hiring, selection, appointment, or confirmation of a person who is to be directly or indirectly compensated from public funds or fees of office, if:
 - a. The person is related to the Director or Officer by consanguinity (blood) within the third degree or by affinity (marriage) within the second degree (as defined below); or
 - b. The Director or Officer holds the appointment or confirmation authority as a member of a local board and the person is related to another member of the Board by blood or marriage within a prohibited degree.
2. **Independent Contractors.** The nepotism prohibition applies to the hiring of an individual, whether the individual is hired as an employee or as an independent contractor.
3. **Payment to Prohibited Person.** A Director or Officer may not approve an account or draw or authorize the drawing of a warrant or order to pay the compensation of an ineligible person if the Director or Officer knows the person is ineligible.
4. **Relation by Consanguinity.** Two persons are related to each other by consanguinity (blood) if one is a descendant of the other or if they share a common ancestor. An adopted child is considered to be a child of the adoptive parents for this purpose.
5. **Third Degree of Consanguinity.** An individual's relatives within the third degree by consanguinity are the individual's:
 - a. Parent or child (first degree);
 - b. Brother, sister, grandparent, or grandchild (second degree); and
 - c. Great-grandparent, great-grandchild, aunt or uncle (who is a sibling of a parent of the person), nephew or niece (who is a child of a brother or sister of the person) (third degree).
6. **Relation by Affinity.** Two persons are related to each other by affinity (marriage) if they are married to each other, or if the spouse of one of the persons is related by consanguinity to the other person. The ending of a marriage by divorce, or the death of a spouse ends relationships by affinity created by that marriage unless a child of the marriage is living, in which case the marriage is considered to continue. This provision applies to a Board member or Officer only until the youngest child of the marriage reaches the age of 21 years.
7. **First Degree of Affinity.** Spouses are related to each other in the first degree by affinity. For other relationships, the degree of affinity is the same as the degree of the underlying relationship by consanguinity. For example, if two persons are related to each other in the second degree by consanguinity, the spouse of one of the persons is related to the other person in the second degree by affinity.

8. **Second Degree of Affinity.** If two individuals are related to each other in the second degree by consanguinity, the spouse of one of the individuals is related to the other individual in the second degree by affinity.
9. **Third Degree of Affinity.** An individual's relatives within the third degree of affinity are:
 - a. Anyone related by consanguinity to the person's spouse within the first or second degree; and
 - b. The spouse of anyone related to the person by consanguinity within the first or second degree.
10. **Prohibition.** A Director or Officer may not hire, select, appoint, confirm the appointment of, or vote for the hiring, selection, appointment, or confirmation of an individual to a charter position in which the individual's services are under the Director or Officer's direction or control if:
 - a. The person is related to another Director or Officer within the prohibited degree; and
 - b. The appointment would be carried out, in whole or in partial consideration for the other Director or Officer's hiring, selecting, appointing, confirming, or voting for an individual who is related to the first Director or Officer within a prohibited degree. Government Code
11. **Source of Funding Irrelevant.** The rules against nepotism apply to employees paid with public funds, regardless of the source of those funds. Thus, the rules apply in the case of a teacher paid with funds from a federal grant. *Atty. Gen. L.A. No. 80 (1974).*
12. **Enforcement of Nepotism Prohibitions.** A Director or Officer who violates the nepotism regulations shall be removed from office by the Board of Directors. Removal must be in accordance with the Articles and Bylaws of FRIENDS and in accordance with the terms of the charter and other state and federal law.
13. **Delegation of Hiring Authority.** The Board may delegate final authority to select personnel to the Chief Executive Officer, Human Resources Director, or other designated Officer. If the Chief Executive Officer has been delegated final authority to select personnel, the Chief Executive Officer may not hire, select, appoint, confirm the appointment of, or vote for the hiring, selection, appointment, or confirmation of an individual who is to be directly or indirectly compensated from public funds or fees of office, if:
 - a. The person is related to the Chief Executive Officer/Superintendent by consanguinity (blood) within the third degree or by affinity (marriage) within the second degree; or
 - b. The person is related to a Board member by blood or marriage within a prohibited degree.

A supervisor shall not have direct professional supervisory responsibility over an employee who is related to that supervisor by consanguinity (blood) within the third degree or by affinity (marriage) within the second degree. In addition, all relatives shall be separated by at least two levels of direct reports. In other words, a supervisor-relative may not have an employee-relative be a direct report, and a supervisor-relative must place two non-relative employees, with supervisory roles, between himself/herself and the employee-relative.

Article VI. CONFIDENTIALITY.

1. **No Improper Disclosure.** A Director and Officer shall exercise care not to disclose Confidential Information. Confidential Information is information deemed confidential by law, and any information not generally known or publicly available, or that FRIENDS or HSPVA maintains as confidential, proprietary, restricted, or otherwise as not to be disclosed generally, and any information that the Board or either organization otherwise determines or deems as Confidential Information.
2. **No Use of Information for Personal Benefit.** A Director shall not use FRIENDS or HSPVA property, Confidential Information, or the status of his or her position to solicit business for others, or in any other manner obtain a private financial, social or political benefit.

Article VII. DISCLOSURE AND ANNUAL REVIEW.

1. **New Directors and Officers.** Each new Director and Officer shall review a copy of this Policy and shall complete the Annual Statement of Disclosure and Compliance.
2. **Periodic Review.** To ensure that FRIENDS operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects: (i) whether compensation arrangements and benefits are reasonable based on competent survey information, and are the result of arm's length bargaining; (ii) whether partnerships, joint ventures, and arrangements with management organizations conform to FRIEND's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes, and do not result in inurement, impermissible private benefit or in an excess benefit transaction.
3. **Annual Review.** Each Director and Officer shall annually complete the Annual Statement of Disclosure and Compliance. The Board shall treat completed Annual Statements of Disclosure and Compliance as Confidential Information.
4. **Applicable Law.** This Policy is supplemental to and does not replace federal, state or local laws governing conflicts of interest applicable to charter schools and charitable organizations. When in conflict, the applicable law shall control.

Adopted the _____ day of _____, 20__.

Chair

Secretary

Treasurer

Attachment 6: Board Member Information & Resumes

2025-2026 HSPVA Friends Board of Directors

Janis Jarosz, *Chair*

Chief Brand Officer, Christian Brothers Automotive

M. Kaye DeWalt, *Secretary*

General Counsel, Aldine Independent School District

Frank Angelle, *Treasurer*

Owner, Kolache Factory Franchises

Retired EVP of Finance & Strategy, Cemex

Patricia Bonner

Retired Faculty Chair, Vocal Music Department, Kinder HSPVA

The Honorable Grant Dorfman

Presiding Judge, Texas Business Court

Angie Eason

Director, Internal Communications and Engagement, CenterPoint Energy

Anna Eastman

Licensed Master Social Worker

Former Texas State Representative

Former HISD Trustee

The Honorable Andrew Edison

United States Magistrate Judge for the Southern District of Texas

Sally Edmundson

Actor & Philanthropist

Cristina Esquivel

Director, Asset Management, Griffin Partners

Dr. Catherine Horn

Dean, University of Houston College of Education

Josh Pazda

Partner, Josh Pazda Hiram Butler Gallery

Kimberly Hickson Spaw

Retired Principal Architect

JANIS L. JAROSZ

H: Houston, TX | M: 713.299.6608 | E: [REDACTED] | LinkedIn: www.linkedin.com/in/janisjarosz

PROFESSIONAL SUMMARY

Brand strategy and marketing executive dedicated, for the past 15 years, to organizations that provide caring service during life's tougher moments or periods. Collaborative leader known for clear strategy, strong teams, thoughtful execution and impactful results.

PROFESSIONAL EXPERIENCE

Christian Brothers Automotive Corporation, Houston, TX

JUNE 2018 – PRESENT

CHIEF BRAND OFFICER (PROMOTED FROM VP, MARKETING IN DEC. 2022)

Oversees all marketing and communications initiatives for more than 325 automotive maintenance and repair shops throughout the United States. Leads internal and external teams focused on generating new guests to each store and increasing engagement with existing ones. Highlights include:

- **Branding & Advertising:**
 - Launched company's first national radio sponsorship and streaming television ad campaign in 2026
 - Directed channel negotiations for both – The Ramsey Show and Disney+/Hulu
 - Oversaw all creative development
 - Brought all creative development in house, which reduced expenses by more than \$1M
 - Directed the RFP process for a new public relations agency resulting in an increase in story placement of more than 100%
- **Lead Generation/Digital Marketing:**
 - From Year-End '21, through Year-End '24, implemented strategies that increased online leads by 18%
 - Negotiated a 40% discount in digital advertising management fees with existing digital agency
 - Restructured digital marketing team to enhance in-house capabilities and impact
- **Change Management:**
 - Implemented new national marketing fund contribution from franchisees to increase brand impact
 - Onboarded new team engagement partner to facilitate consistent usage of diagnostic tool in stores
- **Administrative Management:**
 - Leads a team of 14 thoughtful and talented marketing professionals
 - Manages an annual national marketing budget of approximately \$5M
 - Influences local marketing budgets totaling an additional \$16M annually

Sirius Solutions, L.L.P., Houston, TX

MARCH 2016 – MAY 2018

CHIEF ADMINISTRATIVE OFFICER (Promoted from Chief Marketing Officer and Talent Acquisition Officer in April 2017)

Served as Senior Advisor to CEO in all matters related to the company's performance including strategic planning, marketing, human resources, operations, talent management, communications and employee engagement.

- **Human Resources/Administration:**
 - Introduced new recruiting and employee engagement tools
 - Revised health benefits, significantly lowering costs to employees without sacrificing quality of care
- **Marketing:**
 - Refreshed brand look and tone including new logo, website and sales collateral

Service Corporation International (SCI), Houston, TX

JUNE 2010 – MARCH 2016

MANAGING DIRECTOR, MARKETING

Led a 24-member digital, brand and field marketing team that supported approximately 2,000 funeral homes and cemeteries comprising the SCI network. Created SCI's first integrated marketing program, *Life Well Celebrated*. Steered the evolution of *Life Well Celebrated* from a marketing program to an employee engagement initiative.

- **Digital:**
 - Directed digital strategy for company; focus was on driving traffic to the Company's 2,000 websites
 - Grew site traffic from approximately 1M visits/month in 2011 to 5M visits/month in 2015
 - Led the evolution of the Dignity Memorial website toward a user-centric focus
 - Oversaw the development of mobile-ready websites and LifeWellCelebrated.com

Board Resumes - Jarosz, Pg. 2 of 3

- **Lead Generation/CRM:**
 - Managed team focused on lead generation for pre-need funeral sales
 - Team generated 28,000 leads in 2015, which resulted in \$18M in revenue
 - Grew website leads 5x from 200 leads/month to 1,000 leads/month
- **Branding/Field Marketing:**
 - Managed a team who supported each funeral home with their marketing requests
 - Team handled hundreds of requests each month
- **Management:**
 - Managed an annual marketing budget of approximately \$5M and multiple marketing agencies
 - Influenced local marketing budgets totaling an additional \$20-25M

Club Quarters, LLC, NEW YORK, NY

JUNE 2009 – MAY 2010

STAFF VICE PRESIDENT, E-COMMERCE & REVENUE

Drove all on-line revenue initiatives for this boutique hotel network located in prime central city locations throughout the U.S. and London. Directed and executed the sales, marketing and PR launch campaign for the World Center Hotel in Manhattan, the first hotel to open at the World Trade Center since 9/11. Negotiated and managed online travel agency (Expedia, Orbitz, et al) partnerships and tactics.

EquityKey, LLC, SAN DIEGO, CA

JANUARY 2008 – DECEMBER 2008

VICE PRESIDENT, MARKETING

Defined, directed and executed brand vision for start-up company and its real estate-based, financial product. Launched website and obtained press coverage for the product in national print media including *The New York Times* and *U.S. News & World Report*. Company lost its funding in December 2008 due to the housing bubble crash.

Avis Budget Group, Inc., PARSIPPANY, NJ

APRIL 2001 – JANUARY 2008

VICE PRESIDENT, BRAND MARKETING

Joined in April 2001 as Vice President, Market Development and promoted to Vice President, Brand Marketing in April 2006. Avis Budget Group was spun off from Cendant Corporation in 2006.

Key Accomplishments:

- Given responsibility for the Avis/Budget small business telesales team and increased annual revenue by 12%
 - Led small business team of 50+ individuals representing a portfolio of \$300M in revenue
- Negotiated co-branded partnerships with American Express and iTunes to attract new customers
- Developed new small business product for Budget resulting in *Entrepreneur Magazine* selecting Budget as the Best Car Rental Value for 2006
- Managed TV, print and radio campaigns for Avis and Budget
 - Directly responsible for marketing budget of \$35M; oversaw entire department budget of \$80M

Cendant Corporation, PARSIPPANY, NJ

NOVEMBER 1990 – APRIL 2001

Brought on in 1990 as **Human Resources Generalist** and ended time with Cendant as **VP, Market Development for Avis/Budget**. Cendant, originally known as Hospitality Franchise Systems, started as a portfolio company of Blackstone, and owned the Howard Johnson and Ramada franchise systems. Over the years, the company grew dramatically acquiring additional hotel franchise companies and eventually entering the real estate franchise and car rental industries. In August 2006, Cendant split into three individual companies: Avis Budget Group, Realogy and Wyndham Worldwide.

Key Accomplishments:

- Debut of Wingate Inns by Wyndham; assisted in product design and executed launch marketing campaign
- In 1999, persuaded Wingate Inns franchisees to offer free high-speed Internet access to guests
- Established the Wingate Inns loyalty program
- Assembled comprehensive Sales & Marketing Resource Guide for Wingate Inns franchisees
- Promoted Wingate Inns at hotel and franchise conferences through speaking engagements

COMMUNITY INVOLVEMENT

- **HSPVA Friends:** the 501(c)(3) non-profit partner of Houston Independent School District's Kinder High School for the Performing and Visual Arts
 - Board Member, August 2021 – Present
 - Chair, August 2024 – Present
 - Chair, Encore Luncheon (HSPVA Friends' Signature Fundraiser), March 2026

Board Resumes - Jarosz, Pg. 3 of 3

- **Dress for Success Houston:** The agency's objective is to create change by equipping thousands of Houston-area women each year with the resources needed to attain long-term employment and success - ultimately building skilled leaders in our community.
 - Board Member, January 2020 – Present
 - Secretary, January 2022 – December 2024
 - Chair Elect, January 2029 – December 2031
 - Also served as mentor in DFSH's professional development program

EDUCATION

Master of Business Administration (MBA)

NEW YORK UNIVERSITY, New York, NY
Leonard N. Stern School of Business
Emphasis in Finance and Marketing; *Stern Scholar*

Bachelor of Arts (BA)

COLUMBIA UNIVERSITY, New York, NY
Barnard College
European Studies; *Phi Beta Kappa, Magna Cum Laude*



M. Kaye DeWalt

Houston, Texas

kdewalt@aldineisd.org
(281) 985-6319

PROFESSIONAL EXPERIENCE

EDUCATION LAW

Aldine Independent School District
GENERAL COUNSEL

Houston, Texas
2013 – Present

Ms. DeWalt advises the Board of Trustees, Superintendent of Schools, and designated staff on legal issues involving governance, personnel, students, and business operations. She manages the Legal Department, Risk Management Department, and Tax Office. She coordinates all legal services including the in-house delinquent tax collections and litigation; responses to state and federal agency investigations; and public information requests.

Houston Independent School District
GENERAL COUNSEL

Houston, Texas
1992–2004

Employed as General Counsel for the nation's then seventh largest school system with over 200,000 students and over 28,000 employees. Advised the Board of Trustees, Superintendent and executive leadership on various legal issues including board governance, student discipline, employment and business transactions. Supervised staff attorneys, legal assistants and support staff; monitored outside counsel; and managed a \$720,000 department operations budget.

Howard University
ASSISTANT UNIVERSITY COUNSEL

Washington, DC
1984–1986

Advised University officials on various legal issues; reviewed contracts; and provided advice on employment decisions. Assisted senior litigation counsel with discovery, trial preparation, and during trial. Represented the University at grievance hearings; and handled hospital emergency hearings for authorization to render medical treatment. Also responsible for handling investigations involving student athletics.

Career Highlights

I bring nearly four decades of legal experience at every level of education law from early childhood to post-secondary. While most of my experience is in the K-12 arena, I began my career at Howard University as Assistant University Counsel and further in private practice, I counseled and represented community colleges as well as vocational schools. My legal background is diverse and spans a broad spectrum of experience: civil and criminal litigation; public and private practice; and in-house counsel and outside counsel work. There are not many legal issues I have not encountered over the years.

I am most proud of being selected by the School Law Section of the State Bar of Texas to receive the
KELLY FRELS
LIFETIME ACHIEVEMENT AWARD
July 2025

LAW FIRM EXPERIENCE		Houston, Texas	Other Professional Achievements
Littler Mendelson, PC, Special Counsel (2008–2013) Adams and Reese, Special Counsel (2006–2008) Epstein, Becker, Green, Wickliff & Hall, Partner, (2004–2005)			- Senior Fellow, Education Class I – American Leadership Forum - Super Lawyer - Education Law, Texas, 2004 - Super Lawyer - Labor and Employment - <i>Texas Monthly Magazine</i>, 2005, 2006 - Named, Top Houston Lawyers - <i>H Texas Magazine</i>, 2006 - Recipient, Crystal Key Award for Excellence in Law, Nat'l Congress of Black Women, 2005 - Recipient, Trailblazer Award - Rodeo Houston Black Go-Texan Committee, 2003
Practice Areas			Professional Affiliations
Discrimination and Harassment Training – Compliance, Ethics, Leadership Higher Education & Public Education Alternative Dispute Resolution Policies, Procedures and Handbooks Ms. DeWalt handled employment litigation, mediations, internal investigations, and charges of discrimination. She also provided legal assistance with responding to investigations conducted by the U.S. Office for Civil Rights, the U.S. Department of Labor, the Equal Employment Opportunity Commission, Texas Workforce Commission and the Texas Education Agency. She appeared in state and federal courts, and provided preventive legal training for management on various topics including: - Employment Laws including Title VII, Harassment & Retaliation - Conducting Lawful Employment Investigations - Guide to Legal Hiring and Termination Decisions - Performance Management and Documentation - Ethics and Compliance - The Americans with Disabilities Act - The Family and Medical Leave Act - Wage and Hour Laws Additionally, she counseled and advised education clients in areas involving employee misconduct, student discipline and student rights, open records, employee grievances, termination appeals, governance, contracts and Section 504.			- Council of School of Attorneys - Texas Association of School Boards, 1993-present, - Chair 2001-2002 - School Law Section - State Bar of Texas - Treasurer, Government Lawyers Section - State Bar of Texas, 1999-2000 - Vice chair, Government Lawyers Section - State Bar of Texas, 2001-2002 - Labor and Employment Section - Houston Bar Association - National School Boards Association, Council of School Attorneys Board of Directors 2004-2008 - National Association of Parliamentarians
			Community Associations
			- The Ensemble Theatre Board of Directors - General Counsel 2008 – present - Secretary 2001 - 2007 - Houston Arts Alliance - Board of Directors 2011-17 - Grants Committee 2014 to present - HSPVA Friends Board of Directors - Secretary 2024-Present - Missouri City Chapter of the Links, Inc. - Parliamentarian, 2021 to 2025 - Jack & Jill of America, Inc. Associate - Pro-Vision Academy School Board 2021 - Present

CRIMINAL AND ADMINISTRATIVE LAW EXPERIENCE

Harris County District Attorney's Office
Assistant District Attorney

Houston, Texas
1987 – 1992

Represented the State of Texas in criminal prosecutions of felony and misdemeanor offenses in Harris County. Duties included conducting all phases of trial (i.e., witness interviews, trial strategy, motions, voir dire, opening statements, direct and cross examination, closing arguments and punishment hearings). Also responsible for docket management of pending cases, negotiation of plea bargain agreements, legal research, presentation of charges to Grand Jury and supervision of junior prosecutors, investigators and clerical staff.

U. S. Equal Employment Opportunity Commission
Trial Attorney

Houston, Texas
1986 – 1987

Handled assigned cases filed by the agency under anti-discrimination statutes which included conducting discovery including depositions; performing all aspects of trial preparation; and presenting oral arguments on motions, in conferences and at trial. Administrative duties included providing legal advice to District Director and administrative personnel; Conducting training, and presenting proposals for litigation, settlements and participation. Also responsible for directing the work of clerical and paralegals in preparation of cases.

Education

Juris Doctor, 1984
Howard University
School of Law
Washington, DC

Bachelor of Science, 1980
Cum Laude
Texas Southern University
Houston, Texas

Bar Admissions

Texas, 1987
Pennsylvania, 1984

Frank E. Angelle

Houston, Texas

(713) 249-6876

Work/Professional Experience

Cypress Bakeries, LLC, Houston, TX (2014 to present)

Founder/Owner

- Own/manage three Kolache Factory franchises
- Winner of Franchisee of the Year for 5 consecutive years

CEMEX USA, Houston, TX (2000 to 2014)

Executive Vice President Human Resources and Communications

- As member of Executive Management Team, reported to President CEMEX USA, a \$5 billion construction materials company
- Led a team of 52 Human Resource and Communications professionals with responsibility for compensation, benefits, recruiting, training, regulatory compliance, employee engagement, leadership development and internal and external communications
- Responsible for health and welfare benefit budget of over \$75 million
- Chaired Pension Committee with over \$240 million in assets under management

Executive Vice President Finance and Strategy

- As member of Executive Management Team, reported to President CEMEX USA
- Led a team of 175 professionals
- Responsibilities included all strategic planning, budgeting, mergers and acquisitions, accounting, procurement, risk management, tax, real estate, treasury, internal audit and community relations
- Represented company as Board member of JV with revenues in excess of \$150 million

Vice President Strategic Planning

- Led a team of 15 professionals during a major construction market contraction
- Oversaw mergers and acquisitions, capacity expansion/disposition for all business segments
- Worked closely with corporate communications on messaging of activities to investors

Southdown, Inc. – predecessor to CEMEX USA (1990 to 2000)

- Various roles of increasing responsibility in Finance and Internal Audit

PWC, Houston, TX (1987 to 1990) - Auditor

Charitable

- Cypress Assistance Ministries, Board member since 2017, current Treasurer
- HSPVA Friends, Board member since 2019, current Treasurer

Education

- Bachelors of Business Administration (Accounting), University of Notre Dame, 1987
- Executive Education: Stanford University, 2008; INSEAD, Paris, France 2009

Certifications (Inactive)

- Certified Public Accountant – Texas; Certified Internal Auditor

PATRICIA BONNER, a native Houstonian and graduate of Booker T. Washington High School, was the coordinator of the Vocal Music Department at the Kinder High School for the Performing and Visual Arts (Kinder HSPVA), the premier magnet school in the Houston Independent School District for 46 years. She holds a Bachelor of Music and Masters of Education in Music from the University of Houston. In 1983 and 2019 she was named HSPVA's Teacher of the Year, and in 1993 she received the Price-Waterhouse Denney Award for Teaching Excellence.

In 1998 and 2000 she received the Presidential Scholars in the Arts Teacher Recognition Award which was presented in Washington, D.C. Other awards include the 2006 University of Houston Moores School of Music Distinguished Alumnus in Music Education Award, the American Festival for the Arts Frazier-Merriman Award in 2011, the Knights of Peter Claver "Pioneer In The Community" award in 2010, the Houston Independent School District VIPS 2025 Harding Senior Volunteer of the year award, and the HSPVA Black Alumni Network 2025 Community Impact Award.

Before her decades-long tenure at HSPVA Ms. Bonner taught choral music for five years at HISD's Albert Thomas Junior High School. At HSPVA she conducted various choral ensembles and taught music theory and literature classes. She also assisted seniors with the presentations of their Senior Recitals and their college applications and music auditions. Under her guidance many HSPVA students earned places in the Texas All-State choirs and in the National and Southwestern divisions of the American Choral Directors Association Honor Choirs.

Ms. Bonner's professional affiliations include the Texas Music Educators Association, the Texas Choral Directors Association, the American Choral Directors Association, the Texas Retired Teachers Association and the Houston Association of Retired Teachers (HART).

A member of the First United Methodist Church in downtown Houston, Ms. Bonner is active in the Sanctuary Choir, the Sunday School and the Administrative Board.

Retiring in 2019 after 51 years of teaching, Ms. Bonner remains active as a volunteer with HSPVA and a member of the board of HSPVA Friends. She also volunteers with the Houston Association of Retired Teachers (HART), The Hobby Center Volunteer Services, the organization Kids Meals, Inc. and the board of the Fort Bend Symphony and Chorus.

She is a long time member of her Monday Night Bible Study class. Her hobbies include reading, national and international traveling, volunteering, and attending concerts (especially to see performances by HSPVA alumni).

Board Resumes - Dorfman, Pg. 1 of 1

GRANT DORFMAN | 4907 MAPLE STREET | BELLAIRE, TX 77401 | (713) 306-0513

EDUCATION

Yale Law School, New Haven, CT. J.D., May 1992

Oxford University, Oxford, England. M.St., June 1989

Brown University, Providence, RI. A.B. *magna cum laude*, May 1987

EMPLOYMENT

September 2024 – Present

Texas Business Court, *Administrative Presiding Judge*

December 2020 – Feb. 2024

Office of the Texas Attorney General, *Deputy First Asst. Attorney General*

March 2017 – July 2019

Sheehy, Ware & Pappas, P.C. *Of Counsel attorney, with practice focused on commercial and personal injury litigation and appeals.*

Oct. 2013 – December 2016

Judge, 334th District Court, Houston, Texas. *Appointed by Governor Rick Perry in October 2013; elected November 2014.*

January 2009 – October 2013

Senior Counsel, Nabors Industries, Houston, Texas. *In-house counsel responsible for oil and gas drilling contractor's world-wide litigation.*

May 2002 – Dec. 2008

Judge, 129th District Court, Houston, Texas. *Appointed by Governor Rick Perry; elected November 2002 and November 2004.*

April 1996 – May 2002

Ogden, Gibson, White & Broocks, LLP, Houston, Texas. *Partner in commercial litigation firm.*

September 1993 - April 1996

Susman Godfrey LLP, Houston, Texas. *Associate attorney in commercial litigation firm.*

September 1992 - August 1993

U.S. Fifth Circuit Court of Appeals, Houston, Texas. *Law Clerk to federal appeals court Judge Jerry E. Smith.*

HONORS

- Phi Beta Kappa
- Yale Moot Court Finalist
- Potter Stewart Prize Recipient: Best Team and Best Brief
- Leonard Theberge Essay Prize, St. Peter's College, Oxford

ACTIVITIES & MEMBERSHIPS

- State Bar of Texas/Foundation & Houston Bar Association/Foundation
- Member, American Law Institute
- Adjunct Faculty, University of Houston Law School, 2005-08
- Faculty Member, National Judicial College, Reno, NV, 2004-2017
- Judicial Liaison, HBA Securities Litigation & Arbitration Section, 2005-08
- State Bar Pattern Jury Charge Standing Committee (Business), 2008-11
- Supreme Court Code of Judicial Conduct Advisory Committee, 2004
- Member, Congregation Beth Yeshurun

PUBLICATIONS

The Founders' Legal Case: 'No Taxation Without Representation' Versus 'Taxation No Tyranny' – 44 HOUSTON LAW REVIEW 1377 (Winter 2008)

"VOIR DIRE: Let Go for Maximum Control," Vol. 24, No. 42 of the TEXAS LAWYER (January 19, 2009) (co-authored with David Bissinger)

ANGIE EASON

• 713.249.3798 • [linkedin.com/in/angie-eason](https://www.linkedin.com/in/angie-eason)

SUMMARY

Strategic and results-driven communications and marketing leader with 20+ years of experience in complex, matrixed organizations. Expertise in crafting and executing innovative strategies that enhance brand impact, drive business outcomes, and foster stakeholder engagement. A dynamic and motivational leader adept at developing high-performing teams, organizing large-scale events, and delivering compelling, multi-channel communications. Exceptional verbal and written communication skills with a talent for creating targeted, impactful messaging for diverse audiences. Proven ability to cultivate strong relationships with senior executives, cross-functional partners, vendors, and community leaders to drive strategic alignment and organizational success.

- Internal, External, Executive & Crisis Communication
- Public & Media Relations Strategy
- Marketing & Brand Reputation Management
- Political & Community Relations
- Thought Leadership Positioning
- Issue Advocacy
- Large-Scale Events & Experiences
- Digital Marketing & Social Media Strategy
- Cross-Functional Leadership

Technical Skills: MS Office, Adobe Creative Suite, Web Development & SEO, Digital & Social Media Analytics

EMPLOYMENT

Director, Internal Communications and Engagement
CENTERPOINT ENERGY

March 2026 – Present

CenterPoint Energy, Inc., headquartered in Houston, Texas, is a domestic energy delivery company with approximately 8,300 employees that provides electric transmission & distribution, natural gas distribution and energy services operations.

Sr. Director, Employee Communications, Big South Region
COMCAST

January 2026 – March 2026

Comcast Cable is one of the United States' largest video, high-speed Internet, and phone providers to businesses and to residential customers under the XFINITY brand.

- Serve as strategic and operational partner to senior leadership team, enhancing regional planning, execution and measurable outcomes
- Act as high-velocity executor, driving multiple priorities simultaneously and translating ideas into strong actional plans
- Lead thoughtful implementation and adoption of communication initiatives to improve consistency, effectiveness, and impact across the organization

Corporate Communications Principal
USAA

April 2023 – September 2025

USAA is a financial services company with over 37,000 employees that provides insurance and banking products exclusively to members of the military, veterans, and their families for more than 100 years.

- Designed and implemented comprehensive communication strategies to elevate employee experience and strengthen organizational culture
- Led thought leadership initiatives, positioning senior executives as industry authorities in human capital, workforce innovation, and business strategy
- Managed large-scale corporate events and leader communications, ensuring alignment with organizational priorities and business objectives
- Oversaw stakeholder engagement efforts, crafting messages that resonate with employees, regulators, and external partners

Board Resumes - Eason, Pg. 2 of 2

Director, Employee Communications, Texas Region COMCAST

September 2019 – April 2023

Comcast Cable is one of the United States' largest video, high-speed Internet, and phone providers to businesses and to residential customers under the XFINITY brand.

- Led communications strategy for the Texas region, overseeing executive messaging, crisis management, and employee engagement initiatives
- Served as lead communications advisor for the West Division DE&I Council, ensuring strategic alignment of corporate initiatives with internal and community outreach

Texas Division Director, Corporate Communications COMMONSPIRIT HEALTH – ST. LUKE'S

August 2014 – September 2019

CommonSpirit Health is the largest Catholic health system and the second-largest nonprofit hospital system in the United States. The CHI Texas Division's network consists of 20 hospitals, 15 emergency centers and clinics, and more than 20,000 employees.

- Developed communication plans and objectives to successfully lead situational change management, including mergers, acquisitions, integration support, human resource implementations, brand positioning, and restructuring
- Spearheaded crisis communication efforts, ensuring consistent messaging across external stakeholders, regulatory bodies, and media channels
- Built and maintained media relationships, positioning the organization as a trusted partner in the healthcare sector

Marketing Communications Project Manager

CENTERPOINT ENERGY (Contract Position)

June 2014 – August 2014

CenterPoint Energy sells and delivers natural gas to 3.2 million homes and businesses; maintains infrastructure serving a 5,000-square-mile electric service territory in the Houston area; and sells natural gas and related services to customers in 32 states.

- Supported the goals and objectives of corporate communications by leading, directing, and serving on a variety of assigned project-based teams
- Developed external and internal communications, including event management, employee newsletters, press releases, social media, brochures, direct mail, newsletters, presentations, videos, speeches, media, and sponsorships/promotions

Marketing and Communications Director

COMMUNITY HEALTH CHOICE (Division of Harris Health System)

March 2006 – March 2014

Community is a local, nonprofit health plan, offering Children's Medicaid (STAR) and CHIP programs, as well as plans on the Health Insurance Marketplace. Community has a network of 15,000 doctors and 77 hospitals, and services over 400,000 members.

- Designed and implemented innovative marketing and community relations strategies to educate, maintain, and attract health plan members, increasing brand awareness and member growth by 65 percent
- Developed government relations and media strategies to strengthen advocacy efforts within the healthcare sector
- Served as a strategic partner to the CEO and senior executives, shaping messaging for public policy discussions and community engagement

Senior Intranet and Content Manager

INVESCO

March 1998 – March 2006

Invesco is an independent investment management firm that manages more than \$770 billion in assets on behalf of clients globally.

- Designed and maintained corporate intranet sites using various programs and coding languages
- Managed company-wide procedure documentation and intranet site development projects

EDUCATION & PROFESSIONAL

TEXAS A&M UNIVERSITY

Bachelor of Science Degree – Psychology

Dress for Success Houston: Former Board Member | Comcast West Division Belonging and Inclusion Council: Communications Pillar Leader

Angie Eason pg. 2

Board Resumes - Eastman, Pg. 1 of 2

Anna Milliken Eastman, LMSW
935 Harvard Street, Houston, Texas 77008
[REDACTED]
713-416-3279

Associate Therapist, Autumn Counseling

May 2023 – Present

Private practice clinician working with parents, teens, young adults and couples under supervision for Clinical Social Work licensure.

SIMS Foundation Clinician

June 2023 – Present

SIMS Foundation is a non-profit focused on providing affordable mental health care to musicians, their families and others in the music community, destigmatizing mental health and reducing substance abuse.

Contract Political Consultant

July – December 2021

Consultant to candidates for Houston Independent School District endorsed by Houstonians for Great Public Schools.

Texas State Representative - House District 148

February 2020 – January 2021

Elected in a Special Election. Served as a liaison to the district through the Corona Virus Pandemic, specifically aiding constituents navigate aid available from the C.A.R.E.S. Act through the State of Texas. Member of the House Democratic Caucus, Democratic Education Policy Advisory Group, and Women's Health Caucus.

Education Policy Consultant, Greater Houston Partnership

June – October 2018

Served as a member of the Public Policy team and a policy advisor to the President and CEO and incoming Board Chair of Houston's largest business chamber focused on improving student outcomes for Houston schoolchildren.

Elected Trustee, Houston Independent School District Board of Education

January 2010 – December 2017

Board President 2013, Audit Committee Chair 2014, 2017

Duties included, but were not limited to, hiring and oversight of superintendent, approval and oversight of an approximately \$2 billion annual budget, policy creation and approval, and district governance. Championed progressive reform policies, expansion of college readiness programs, early literacy programs, ethics overhaul, and a fully inclusive non-discrimination policy.

Board Resumes - Eastman, Pg. 2 of 2

Non-Profit Experience

Extensive board service with organizations focused on the whole child, public education, public health, LGBT and arts sectors.

The Woods Project, Board Chair 2023/24, Board Member 2017 – present
Breakthrough Houston, Board Trustee 2015 – present
Houston Grand Opera Community and Learning Committee, 2007 – present
Teach for America Regional Board Member, 2017 – 2020
Undies for Everyone Board Member, 2015-2018
Holocaust Museum Houston Advisory Board Member, 2013 – 2017
Neighborhood Centers Immigration Advisory Board 2015
University of Texas Health Science PRC,
Community Advisory Group 2009 – 2014

Professional Affiliations

2024 National Voices Fellow, 50Can
National Association of Social Workers, Texas Chapter
Houston Community for Emotionally Focused Therapy
Houston Group Psychotherapy Society
American Group Psychotherapy Association
American Leadership Forum Senior Fellow

Awards

National Association of Social Workers, Texas Branch
2016 Public Elected Official of the Year
Houston Pride Ally Grand Marshall 2015
Houston GLBT Caucus Eleanor Tinsley Distinguished Community Ally 2013

Education

University of Texas at Austin, Bachelor of Fine Arts in Art History, Minor in French - 1992
Our Lady of the Lake University, Master of Social Work - 1993

Judge Andrew M. Edison

Biography

Judge Andrew Edison is a United States Magistrate Judge for the Southern District of Texas. He earned his undergraduate degree from Dartmouth College and his law degree from the University of Virginia School of Law. Prior to taking the bench in 2018, Judge Edison was a highly respected trial lawyer, appearing for the past 25 years in state courts, federal courts and arbitration panels across the country. He lectures frequently at various continuing legal education seminars and serves as an adjunct law professor, teaching Remedies, Evidence, and Trial Advocacy. Outside the law, Judge Edison is an avid sports fan and can often be found attending sports events all over the globe. Although he is not blessed with much athletic ability, Judge Edison has managed to run--and complete--five marathons, including the Boston Marathon.

Education

University of Virginia School of Law

J.D., 1994

Dartmouth College

B.A., Government, cum laude, 1991

Legal Experience

United States Magistrate Judge, Southern District of Texas (Galveston Division)

February 2018 – present

Partner, Edison, McDowell & Hetherington LLP

January 2009 – February 2018

Partner, Bracewell LLP

September 1994 - December 2000; February 2002 - January 2009

Senior Counsel, Enron Corp.

January 2001 - December 2001

Adjunct Professor teaching Trial Advocacy and Remedies, University of Houston Law Center

2002 – 2022, 2024 - present

Adjunct Professor teaching Remedies and Evidence, St. Mary's University, School of Law

2023 - present

Board Resumes - Edison, Pg. 2 of 2

Awards and Recognition

“Texas Super Lawyer” (Business Litigation), Texas Monthly 2009-2018

“Houston Top Lawyer” in the Summer 2015 and 2016 issues of H Texas Magazine

“Texas Rising Star” (Business Litigation), Texas Monthly, 2004-2006

Outstanding Individual Contribution to the Houston Volunteer Lawyers Program (2001)

American Board of Trial Advocates, National Board Representative (2018-2022)

Honorary Alumnus at University of Houston Law Center (2022)

SALLY EDMUNDSON

713-806-8222

PROFESSIONAL SUMMARY

Acclaimed actress and director with extensive experience in theater, specializing in dynamic character portrayals and thoughtful direction. Known for compelling performances and leadership in Houston's theater scene.

REPRESENTATIVE THEATRICAL PERFORMANCES

An Orchard for Chekhov (US Premiere) – Alma Deran, Upstream Theater, St. Louis, MO. By Pedro Bricio (2025).

Switzerland – Patricia Highsmith, Stages Theatre. By Joanne Murray-Smith (2023).

Ann – Gov. Ann Richards, Stages Houston & TheatreSquared, Fayetteville, AR. Written by Holland Taylor. A one woman show. TheatreSquared (2018 & 2020).

A Doll's House, Part 2 – Anne Marie, 4th Wall Theatre Company, Houston, TX. By Lucas Hnath. (2021).

Salt, Root & Roe – Anest, Stages Theatre & Upstream Theater, St. Louis, MO. By Tim Price. (2019).

Full Gallop – Diana Vreeland, Stages Houston. By Mark Hampton and Mary Louise Wilson. One-woman show (1999, 2002, 2014).

Driving Miss Daisy -- Miss Daisy, Stages Theatre. By Alfred Uhry (2016).

Veronica's Room – Woman, Stages Theatre. By Ira Levin (2013)

Steel Magnolias -- M'Lynn, Stages Theatre. By Robert Harling (2012).

An Unexpected Man – Martha, Stages Theatre. By Jasmine Reza (2011)

Auntie Mame – Mame, Stages Houston. Written by Jerome Lawrence and Robert Edwin Lee.(2010).

Amy's View – Esme, Stages Theatre, Stages Theatre. By David Hare. (2007).

Elizabeth/REX -- Queen Elizabeth, Stages Theatre. By Timothy Findley. (2001) Also performed at Pacific Repertory Theatre, Carmel, CA (2004).

Macbeth – Lady Macbeth, Houston Shakespeare Festival. By Shakespeare. (2004)

DIRECTORIAL EXPERIENCE

- **Who Am I This Time And Other Conundrums of Love** – Stages Houston, by Aaron Posner and based on Kurt Vonnegut's short story (2017).
- **Gidion's Knot** – Stages Houston, by Johnna Adams (2014).
- **Language Archive** – Stages Houston, by Julia Cho (2013).

SKILLS & EXPERTISE

- Character-driven performance
- Directing and production leadership
- Theater education and mentorship
- Classical and contemporary works
- Dialects and Facility with foreign languages, especially French, Spanish & Italian
- Improvisation and stage movement

EDUCATION & TRAINING

- BA French & Italian – U. of Texas @ Austin
- BFA Theatre – University of St. Thomas, Houston, TX
- BADA/Yale University Summer Classical Training Program – Oxford, England
- Kristin Linklater Theatre Speech Workshop – Wellesley College, Wellesley, MA

AFFILIATIONS

- Actor's Equity Association – Member since 1987
 - Houston Theatres: Stages Theatre, 4th Wall Theatre Company, Main Street Theatre, Houston Shakespeare Festival
 - Regional Theatres: TheatreSquared–Fayetteville, AR; Arkansas Repertory Theatre–Little Rock, AR, Upstream Theatre–St. Louis, MO, Pacific Repertory Theatre–Carmel, CA; Virginia Shakespeare Festival–Williamsburg, VA
-

CRISTINA ESQUIVEL

CONTACT

(832) 638-4785



Houston, TX, USA



EDUCATION/ CERTIFICATIONS

Certified Public Accountant,
2013

Master of Science,
Accountancy
University of Houston
2012

Bachelor of Arts, Economics
University of Texas
2006

SKILLS

Self-Motivated
Teamwork
Critical thinking
Leadership
Adaptability

BOARD AFFILIATIONS

NAIOP
Houston, 2024-2026

CREW
Houston, 2024-2026

Kinder HSPVA
Houston, 2023-Present

SUMMARY

Commercial real estate professional with 10+ years of experience in asset management, accounting, finance, underwriting, acquisitions, and dispositions. Experience in coordinating debt and equity financing. Proven track record in managing all phases of development, acquisition, and disposition. Skilled in various asset classes, including office, retail, industrial, and multifamily.

PROFESSIONAL EXPERIENCE

Griffin Partners

Houston, TX | 2026 - Present

Director – Asset Management

Brookfield Properties

Houston, TX | 2019 - 2026

Vice President – Asset Management

- Manage our Houston office CBD portfolio
- Oversee leasing transactions and work directly with in-house legal and third-party broker to negotiate lease
- Understand and manage loan covenants and communicate with lenders including required lender approvals
- Work with investment sales and capital markets for refinancing or disposition of assets
- Work closely with property and accounting team, providing management oversight and recommendations as necessary
- Oversee and approve quarterly IFRS, Portfolio Board and other regular reporting
- Review, revise, and approve annual operating budgets for each asset with property management
- Create annual business plans by providing specific and market leasing assumptions, capital budgets, and operating budget and reviewing/approving Argus model entries

Associate – Asset Management

- Reviewed the Argus models for 11M SF of office assets
- Reviewed and approved the lease analysis for tenant renewals or prospective tenants
- Worked with capital markets to refinance assets

Board Resumes - Esquivel, Pg. 2 of 3

Hines Interests Limited Partnership

Houston, TX | 2014 – 2019

Associate – Development

- Performed underwriting analysis of development opportunities via financial modeling in Excel
- Monitored projects' progress and performance and provided financial analysis
- Prepared presentations and reports for investment committee and potential investors
- Assisted in negotiating and interfacing with institutional investors to finance projects
- Coordinated the closing of site acquisitions and provide property management services
- Assisted in the legal documentation of joint ventures, loan documents and purchase and sell agreements
- Provided support for site selection, project design, and construction activities

Analyst – Acquisition

- Performed underwriting analysis of acquisition opportunities via financial modeling, analysis of cash flows and application of valuation methods using a combination of Argus and Excel software
- Conducted qualitative and quantitative market research, met with sales and leasing brokers, and conducted site visits to support acquisition activities
- Assisted with presentation materials, including investment committee memos
- Assisted with due diligence and financing process for office and multifamily acquisitions, including contracting third-party consultants, review of legal documents, liaising with third party managers, negotiations with sellers, and coordination of debt and equity partners to achieve successful closings

Senior Project Accountant

- Reviewed monthly and quarterly operating reports and financial statements for office, retail, and multifamily assets
- Reviewed and analyzed the general ledger and ensured compliance with GAAP
- Assisted in annual plan/budget preparation process by preparing revenue projections and variance analysis
- Coordinated internal and external audit and prepared information as needed
- Supervision of Staff and Project Accountants
- Ensured accuracy of construction draws and financial reporting
- Assisted in due diligence process related to property acquisitions

Service Corporation International Inc.

Houston, TX | 2008 – 2013

Accounting Supervisor

- Oversaw the monthly general ledger close process
- Reviewed and approved journal entries and balance sheet account reconciliations
- Assisted in routine and non-routine internal and external audit requests

Board Resumes - Esquivel, Pg. 3 of 3

Senior Financial Analyst – Budgeting

- Monitored and tracked performance monthly and provided critical reports and real time analysis
- Addressed ad hoc questions from Budget Owners, Market Support Centers, Financial Reporting, etc.
- Produced annual budgeting books and summary analysis for Senior Management

Trust Reconciliation Senior Accountant

- Created journal entries and researched reconciling items
- Prepared for the State of Texas semi-annual audit

DR. CATHERINE HORN

Dean & Elizabeth D. Rockwell Chair; Professor

University of Houston College of Education

Biography:

Catherine “Cathy” Horn, Ph.D., has served as dean of the UH College of Education since June 1, 2023, after serving as interim dean since August 2022. Horn’s research primarily focuses on the systemic influences of assessment and related policies on the learning trajectories of students, especially those traditionally underserved by the education and social sectors. Her other research areas of interest include systemic barriers to college access for traditionally minoritized and marginalized students; K-12 high stakes testing; addressing the teacher shortage; college admission policy; research use; and quantitative methods.

A professor of higher education, Horn serves as executive director of the Institute for Education Policy Research and Evaluation. She also serves as director of the Center for Research, Evaluation and Advancement of Teacher Education and director of the UH Education Research Center, one of three such state-approved entities with access to Texas’ PK-20 and workforce data. She is a faculty affiliate of the Hobby School of Public Affairs and the Elizabeth D. Rockwell Center on Ethics and Leadership.

Horn joined the UH College of Education faculty in 2005 and served as chair of the Department of Educational Leadership & Policy Studies for five years. She is the first woman to serve as dean of the College of Education.

She previously worked for The Civil Rights Project at Harvard University, the National Board on Educational Testing and Public Policy at Boston College, and the Houston Independent School District as a high school teacher. Her work challenges an isolationist problem solving (or not solving) model and has resulted in co-creation of rigorous and shared value systems and research-based outcomes to improve educational equity.

She has been honored with numerous awards, including a Fulbright Fellowship to Chile, a UH Teaching Excellence Award, and appointment as an American Council on Education Fellow. Horn was elected to serve as president of the Texas Association of Colleges for Teacher Education for a one-year term that began in May 2024. She was selected as an American Leadership Forum Fellow in 2023. She also is a past president of the UH Faculty Senate and former chair of the College of Education Faculty Executive Committee.

Recent Publications:

Board Resumes - Horn, Pg. 2 of 3

Templeton, T., White, C., & Horn, C. (2023, first online). The far reach of the Texas Top Ten Percent Plan: Consideration of Professional School Degrees. *Journal of Higher Education*, <https://doi.org/10.1080/00221546.2023.2171216>

Mullen, A., & Horn, C. L. (2022). Analysis of a resident competence self-assessment survey. *The American Academic of Orthotist and Prosthetists*.

Ghazzawi, D., Pattison, D. L., & Horn, C. L. (2022). Investigating the interplay between participation in a STEM-focused student success program and workforce participation on STEM undergraduate degree completion. *Frontiers in Sociology*, 28, <https://doi.org/10.3389/fsoc.2022.818032>

Ghazzawi, D., Pattison, D., & Horn, C. (2021). Persistence of under-represented minorities in STEM fields: Are summer bridge programs sufficient? Submitted to *Frontiers in Education*. <https://doi.org/10.3389/educ.2021.630529>

Santelices, V., Zarhi, M., Horn, C., & Catalan, X. (2021). Information sources and transition to higher education: Students, teachers, and school counselors' perspectives. *International Journal of Educational Research*.

Ghazzawi, D. +, McKinney, L., Horn, C., Burrridge, A., & Carales, V. (2020). Reconceptualizing student engagement: Investigating the validity of CCSSE benchmarks as indicators of international student engagement. *Journal of International Students*.

Templeton, T., Lowrey, S., & Horn, C. (2020, August). A review of Texas educator preparation program policy. *TxEP: Texas Educator Preparation*.

Ghazzawi, D.+, McKinney, L., Horn, C., Carales, V., & Burrridge, A. (2020). The road to the baccalaureate: Assessing the viability of community colleges as transfer pathways for international students. *Journal of International Students*, 10(2), 420-442.

Horn, C., Marin, P., Garces, L., Miksch, K., & Yun, J. (2020). Shaping educational policy through the courts: The use of social science in amicus briefs. *Educational Policy*, 34(3), 449-476.

Garces, L., Marin, P., & Horn, C. (2019). Arguing race in higher education admissions: Examining amici's use of extra-legal sources in Fisher. Manuscript submitted to *Journal of Diversity in Higher Education*.

Yun, J., Marin, P., Garces, L., & Horn, C. (2019). What should influence the Supreme Court? Understanding knowledge producers' perspectives. Manuscript submitted to *Journal of Higher Education*, 91(2), 167-191.

Board Resumes - Horn, Pg. 3 of 3

Crisp, G., Horn, C., Kuczynski, M., & Zhou, J. (2019). Describing and differentiating four-year broad access institutions: An empirical typology. *Review of Higher Education*, 42(4), 1373-1400.

Marin, P., Horn, C., Miksch, K., Garces, L., & Yun, J. (2018). Use of non-legal evidence in amicus curiae briefs submitted in *Fisher v. University of Texas*. *Education Policy Analysis Archives*, 26(38). <https://epaa.asu.edu/ojs/article/viewFile/2823/2032>

Alarcon Valenzuela, M., Santelices, M. V., Horn, C. O., Soto, P. G. (2018). Impacto de la ayuda financier en la persistencia: El caso de la Universidad de Chile. *Revista Iberoamericana de Evaluacion Educativa*, 11(2), 113-132. <http://www.rinace.net/riee/numeros/vol11-num2.html>

Education:

B.A. in Sociology and English, Rice University, 1994

M.Ed. in Curriculum and Instruction, University of Houston, 1995

Ph.D. in Educational Research, Measurement, and Evaluation, Boston College, 2001

Board Resumes - Pazda, Pg. 1 of 2

Josh Pazda

Education:

M.A., Art History University of Houston	2017
B.A., Art History University of Houston	2012
High School for the Performing and Visual Arts, Houston, TX	2003

Employment:

Principal, Josh Pazda Hiram Butler (Formerly Hiram Butler Gallery through 2021)	2005 - Present
High School for the Performing and Visual Arts Consultant Faculty, Visual Arts Department	August - December 2006
Museum of Fine Arts, Houston, Preparator, Exhibitions and Collections	October 2005 - August 2006

Board of Directors:

Art Dealers Association of America	2024 - Present
HSPVA Friends	2024 - Present

Publications:

<i>Tony Feher: Drawings</i> (Monograph). Gregory R. Miller & Co., New York	2022
University of Houston, Public Art Collection monograph (<i>Nancy Graves, Lithographs Based on Geologic Maps of Lunar Orbiter and Apollo Landing Sites, 1972</i>)	2019
Gulf Coast Journal, Fall 2018 <i>Glorious Site of Tremendous Importance: An Account of Tony Feher's Proposal for a Horitcultural Sculpture at the University of Houston</i>	2018

Board Resumes - Pazda, Pg. 2 of 2

Professional Affiliations:

IFPDA Print Fair Committee (2025)	2015 - Present
Association of Print Scholars	2014 - 2018
Exhibitions Committee, The Printing Museum, Houston, TX.	2011 - Present
Art Dealers Association of America	2011 - Present
International Fine Print Dealers Association	2011 - Present
Art + Paper, The Museum of Fine Arts, Houston, TX. Patron Group, Prints and Drawings Department	2011 - Present

RESUME

KIMBERLY HICKSON SPAW

FAIA, PRINCIPAL-LEVEL ARCHITECT
EDUCATION & CIVIC DESIGN - SUSTAINABILITY LEADER

745 Somerset Commons Dr.

T: 832-659-8199 // E: [REDACTED]



SUMMARY

Kimberly Hickson Spaw, FAIA is a principal-level architect whose career has centered on environments that elevate education, culture, and community well-being. Over more than 25 years leading complex higher-education and civic projects, she has championed the belief that learning spaces and cultural institutions shape individuals and strengthen cities. Her portfolio spans K-12 schools, universities, libraries, research facilities, and arts organizations—underscoring a sustained commitment to broadening access to education and the arts.

Recognized for collaborative leadership, creative problem solving, and cost-effective environmental design, Kimberly was elected to the AIA College of Fellows for advancing sustainable practice. Since retiring from full-time practice in 2020, she has translated this mission into civic and nonprofit leadership, serving Houston's arts and cultural sector through board service, fundraising, and volunteerism.

EXPERIENCE & CIVIC / PROFESSIONAL LEADERSHIP

PERKINS & WILL, Principal, Higher Education & Civic (2018–2020) Strategic leadership for academic and civic work including libraries, business schools, nursing schools, and transportation facilities with emphasis on resilience and climate-responsive design.

GENSLER, Principal, Community Sector Leader. Led the Community Studio, grew the Higher Education portfolio, co-led eight global practice areas, and advised firmwide research and investment strategies. Advanced publication and award-winning educational design.

BNIM ARCHITECTS, Principal & Houston Office Lead (2001–2009) Directed Houston operations with P/L responsibility, major project management, and business development. Completed award-winning sustainable projects including the first LEED Platinum state office building for Missouri; trained 500+ architects and engineers in LEED.

EARLY ARCHITECTURAL CAREER (1993–2001)

Sustained leadership across organizations advancing design, sustainability, education, and civic engagement, limited list:

- **Rice Design Alliance (RDA) — Past President (2009–2010):** Executive Committee Member
- **AIA Houston — (2020–Present) —** Design Awards Leader/Chair, Former Board Member, and Awards Chair, AIA Houston Board of Directors — Former Member.
- **AIA College of Fellows —** Elected 2010 for advancing cost-effective sustainable design.
- **Leadership roles across TSA, SCUP, USGBC,** and environmental committees focused on design education and sustainable practice.

Speaking and research roles have included mass timber, green economics, education design, school safety, library evolution, and restorative architecture.

HSPVA / Kinder High School for the Performing & Visual Arts

Supports campus advocacy, strategic community engagement, partnerships, and facility/environmental alignment with program needs.

- **Architect, Principal in Charge (2013 – 2018)**
- **Gala Chair (2018)**
- **Board Member (2019–Present)**
- **Secretary (2021–2024)**

NON-PROFIT & Community Engagement

(2018–Present) Following retirement from full-time practice in 2020, Kimberly has continued serving cultural and non-profit organizations through:

- **strategic space planning**
- **project and graphics support**
- **facility assessments**
- **mission-aligned advisory work**

EDUCATION & HONORS

- **Master & Bachelor of Architecture —** University of Kansas (Distinction)
- **Bachelor of Fine Arts, Interior Design —** Iowa State University
- **Registered Architect / NCARB - NCIDQ** - LEED BD+C
- **AIA Fellow (2010)**
- **SCUP Southern Council (2003–2020)**
- **TSA Honors & Design Awards Committees (2006–2018)**
- **AIA Awards Committees (1994–2014)**
- **USGBC Government & Sustainability Committees (2003–2005)**
- **Environmental Advisory & Civic Roles (1994–2003)**

Attachment 7: Applicant Team Bios & Resumes

Priscilla Rivas, PhD
Principal
Kinder HSPVA

Dr. Priscilla Rivas is a veteran public education leader, scholar, and practicing artist with more than 21 years of service in the Houston Independent School District (HISD). A native Houstonian, Dr. Rivas has dedicated her career to advancing equity, access, and excellence in public education, with a particular focus on arts education and high-quality instructional design.

Dr. Rivas currently serves as Principal of Kinder High School for the Performing and Visual Arts, where she is in her fifth year of leadership. Under her tenure, the campus has achieved its strongest academic outcomes to date, maintaining high state accountability ratings, a 100 percent graduation rate, and a 100 percent College, Career, and Military Readiness (CCMR) rate for multiple consecutive years. Her leadership has strengthened both academic rigor and the integrity of the school's nationally recognized pre-conservatory arts model, resulting in sustained excellence across disciplines.

Prior to leading Kinder HSPVA, Dr. Rivas served as Principal of Crockett Elementary Magnet School for the Fine Arts, a Title I campus, for four years. During her tenure, the school maintained an A rating under the Texas Education Agency accountability system while serving a diverse student population. Dr. Rivas cultivated a high-performance culture rooted in strong instruction, arts integration, and equitable access to fine arts education, demonstrating her ability to lead rigorous academic and arts programming within a Title I context. Earlier in her administrative career, Dr. Rivas served as Assistant Principal at Browning Elementary School, where she further developed expertise in instructional leadership, campus operations, and systems supporting student achievement. Dr. Rivas began her career as a classroom teacher, serving students across multiple grade levels and instructional models, including bilingual kindergarten, second grade dual language, and fourth grade transitional bilingual education. These early experiences grounded her leadership practice in culturally responsive instruction, language development, and a deep understanding of the needs of diverse learners.

Academically, Dr. Rivas holds a Bachelor of Science in Interdisciplinary Studies from University of Houston, a Master's degree in Educational Leadership from University of St. Thomas, and a Doctor of Philosophy in Curriculum and Instruction with a specialization in Learning Design and Technology from the University of Houston. Her doctoral research informs her approach to instructional design, professional learning, and continuous improvement across academic and arts-based environments.

In addition to her work in public education, Dr. Rivas is an active professional artist. She serves as Artistic Director of the Colombian Folkloric Ballet and is a dancer, choreographer, and performer with Global

Dance Theatre. Her artistic practice strengthens her credibility as an instructional leader in the arts and informs her advocacy for authentic, high-level conservatory instruction.

Dr. Rivas has also served for approximately ten years as Youth Arts Program Director at Bates College, leading a world-renowned summer dance intensive for youth. In this role, she has designed and facilitated robust, collaborative arts programming for students in the Lewiston, Maine community, serving as both a dance and visual arts instructor. Her work in this program supports young artists in developing foundational skills, artistic confidence, and clarity around high school and postsecondary pathways in the arts.

Across every campus she has led, Dr. Rivas has maintained or advanced an A-rated accountability designation and fostered a culture of high expectations, strong relationships, and sustained academic and artistic excellence. Her career reflects a rare integration of instructional expertise, artistic practice, and visionary school leadership, positioning her as exceptionally well qualified to lead the educational program proposed in this application.

Alene Haehl Coggin
Executive Director
HSPVA Friends

Alene Coggin has served as the Executive Director of HSPVA Friends since 2012. As a product of HISD magnet schools and an alumna of Kinder High School for the Performing and Visual Arts, she has a long-standing appreciation for the caliber of Houston's exceptional arts high school. Under her leadership, HSPVA Friends' annual budget has grown from \$325,000 to \$1.6 million.

Before returning to Kinder HSPVA in her current role, Alene spent several years as a consultant with AndrisinAbbey, LLC, a boutique consulting firm for non-profit organizations, where she guided organizations through strategic growth of their development programs. She graduated magna cum laude from Boston University's prestigious University Professors Program with a cross-disciplinary degree in the Management and Development of Non-Profit Organizations. Alene serves on the Board of the Bayou Bend Docent Organization (MFAH's Bayou Bend Collection & Gardens) and is a member of the Association for Fundraising Professionals.

Oscar Perez
Assistant Principal
Kinder HSPVA

Oscar Pérez was born and raised in Bogotá, Colombia, where he began to develop his passion for languages, teaching, and travel. He holds a Bachelor of Arts in French, Spanish, and English from Universidad Pedagógica Nacional in Bogotá, and a Master of Education from Wake Forest University in Winston Salem, North Carolina. He worked as an ESL Teacher in Bogota for six years and then moved to Charlotte, NC, in 2000 where he taught Spanish at Smith Academy for International Languages. In 2003, he moved to Houston and joined HISD; he started teaching French and Spanish at DeBakey High School where

he developed a very successful French program. In 2008, he accepted a position in Central District office as the Manager of Languages Other than English, where he provided support to teachers and students of all the languages taught in the district. Mr. Pérez was the Foreign Language Department Chair and French/Spanish teacher at Kinder HSPVA from 2010 to 2015 and 2017 to 2021. He has served as an Assistant Principal for Creative Writing, Instrumental Music, and Vocal Music Departments from 2015 to 2017, and of the Dance, Theatre, and Visual Arts Departments from 2021 to the present. One curious aspect about Mr. Pérez' artistic background is that while he was working on his undergraduate degree in Colombia, he was also part of the Dance and Theater groups of his university for about two years. He is a passionate traveler and loves learning about different cultures and traditions.

Jennifer Lankau Chase
Faculty Chair, Humanities
Kinder HSPVA

Jennifer Lankau Chase, born in the upper Midwest, is educated by the Jesuits of Saint Louis University as well as the history and education faculty in the University of Houston system. After time spent as a Park Ranger (Historical Interpretation) with the National Park Service, she turned her focus to history education in public schools. She has taught a variety of social studies courses for 15 years at several different schools in Houston ISD, currently focusing on AP European and AP United States History and other classes as needed at Kinder High School for the Performing and Visual Arts (Kinder HSPVA) where she is the Chair of Humanities.

Highly involved with social studies education both nationally and within the state of Texas, she is a reader for College Board's Advanced Placement Program, a reviewer for McGraw Hill, and currently serves as the AP US History District Lead Teacher for HISD. She has been a finalist for Houston ISD Teacher of the Year, an Educator of Excellence from HEB, and named Texas Social Studies Teacher of the Year by the Texas Association of Secondary School Principals, as well as Outstanding Texas Humanities Teacher by Humanities Texas, the state arm of the National Endowment for the Humanities.

She also volunteers her time with the National Park Service each summer integrating Texas Education Agency curriculum standards with National Park Service programming to help teachers bring our public lands and history to life for students. She is the proud mother of two children, both HSPVA graduates; Michael Chase, Instrumental Class of 2023 and Madeline Chase, Instrumental Class of 2019.

Rodolfo Morales
Faculty Chair, Instrumental Music
Director, Classical Piano
Kinder HSPVA

Rodolfo Morales is a committed music educator, coach, and performer, presently serving as the Instrumental Music Department Chair at the Kinder High School for the Performing and Visual Arts in Houston, TX, where he is also the Director of Classical Piano. Mr. Morales attended The Juilliard School where he received his Bachelor of Music and Master of Music in Piano Performance, under the guidance of

world-renowned Dr. Yoheved Kaplinsky. Mr. Morales is a proud alumnus of the Kinder High School for the Performing and Visual Arts in Houston, TX and the Interlochen Arts Academy in Michigan, where he received his high school diploma on a full scholarship, graduating with Academic and Music Honors.

An advocate of modern music, he was the interim Artistic Director for the Foundation for Modern Music for the 2004-05 concert season. He has performed as soloist with the Houston Symphony, the San Antonio Symphony, the Woodlands Symphony and the World Youth Symphony Orchestra in Michigan; his appearances as concert soloist include performances at the Juilliard Theater and Weill Recital Hall at Carnegie Hall in New York City, the Wortham Center, Zilkha Hall, Jones Hall and Stude Concert Hall in Houston, the Hall of the Army in Sarajevo Bosnia, the San Fernando Cathedral and the Scottish Rite Cathedral in San Antonio TX, the Latin Center for the Arts in Dallas, the Menil Collection and the Rienzi Collection in Houston, among others. He has been heard as a soloist on NPR's "Performance Today" performing the music of Spanish composer Enrique Granados. In 2010, Mr. Morales was awarded the annual Pre-Collegiate Teacher of the Year Award by the Texas Music Teachers Association. Other awards include the first ever Distinguished Alumni Award from the American Festival for the Arts, a Robert McNair Foundation grant for performance studies, the Isabel Scionti Award at the Isabel Scionti International Piano Competition, and was a two-time winner of the National Concerto Competition at the Interlochen Summer Music Festival.

A firm believer in the transformative power of arts education, Mr. Morales actively engages with numerous organizations committed to high-quality music and arts programming, serving currently as President of the Board for American Festival for the Arts (AFA), the Houston Symphony's Education Committee, the Ponce Project, the Houston Music Teachers Association (President 2012-2014), among others. He was Chair of Piano for the AFA Summer Festival from 2004-2022, and faculty of the Point-Counterpoint Chamber Music camp at Lake Dunmore, Vermont from 2018-2022. During the summer of 2023 he spearheaded the first ever Houston ISD Piano Summer Intensive with a team of fellow piano colleagues from other Houston ISD magnet programs, an effort designed to increase access to high-quality piano training to under-served student communities. In 2023, Mr. Morales performed in Da Camera of Houston's "Beethoven for All" Piano Sonatas concert series. He was also involved in Ponce 243, a concert series celebrating the complete 243 piano works of Mexican composer Manuel M. Ponce, performing in Houston and at the National Center for the Arts in Mexico City. He currently performs regularly for "Harmony in the Air" a joint performing arts program between the City of Houston and the Houston Airport System, as part of the Moore and Morales Piano/Cello Duo.

Mr. Morales is a native of Piedras Negras, Mexico. He maintains a private teaching studio in the Montrose area of Houston, where he lives with his beloved wife Donell, their son Cody, and their (four) dogs.

Jonathan Klein
Magnet Coordinator
Kinder HSPVA

Jonathan Klein made his HSPVA debut in 2015. He taught Algebra 2 and served as Math Department Chair. He also produces HSPVA's all-school musicals. A New York native, he moved to Houston in 2010 with Teach

for America and taught math for five years at YES Prep Southeast. Previously, Jonathan worked in communications and marketing for CNBC, GE, BBDO and NBC Universal. He holds a Bachelor of Arts in Media, Sciences & the Arts from SUNY Purchase and studied theatre at Northwestern University. An avid musical theater fan, he can usually be found listening to show tunes or enjoying a walk in the park with his husband and two dogs, Buffalo and Nickel.

Matthew Jamison

Director of Strategic Engagement

HSPVA Friends

Matthew is a Kinder High School for the Performing and Visual Arts alumnus. From 2016-2019, he was HSPVA Friends' Development Manager, and he helped strategize and implement the capital campaign for Kinder HSPVA's downtown campus. He served as the Institutional Giving Manager at Stages and the Director of Relationship Management at Junior Achievement of Southeast Texas before returning to HSPVA Friends. Matthew graduated *summa cum laude* from Ohio Wesleyan University with a B.A. in Theatre and Gender Studies. He holds an M.A. in Gender Studies from Utrecht University (Netherlands) and the University of Oviedo (Spain) and completed coursework towards a Ph.D. in Performance Studies at the University of California, Berkeley. Matthew is a member of the Association for Fundraising Professionals and a founding member of the Media Metadata Research Lab, a San Francisco-based art research collective.

Patrice Wooten Hightower

Operations Manager

HSPVA Friends

Patrice is a third generation Houstonian with deep family roots in the city. She has extensive business, management, and corporate investment experience and has served on boards and as Treasurer of several non-profit organizations. Patrice holds Bachelor's and Master's of Business Administration degrees from the University of Texas and the Bauer School at University of Houston. She attended HISD primary and secondary schools.

PRISCILLA RIVAS, PH.D.

privas@houstonisd.org | Houston, TX | @Principal_Rivas

EDUCATOR & ARTIST

Dr. Rivas is a 21-year veteran in public education both as a classroom teacher and leader with a track record of high student academic and social success. She is a creative and vibrant educational leader with expertise in curriculum and instruction to promote equitable and collaborative approaches to learning across the disciplines. She is recognized as a skilled team-builder and creating a high-performance culture.

Dr. Rivas is also a performing artist, director, and teacher for dance and visual arts with a passion for making arts accessible to all.

LEADERSHIP

School Principal

Kindergarten School for the Performing and Visual Arts, Houston ISD 07/2021 - Present Houston, Texas

- Attained and maintained a Texas Education Agency A-rating through strategic interventions and rigorous teaching and learning approaches.
- Achieved 100% on CCMR for all graduation seniors
- Achieved 100% graduation rate for 3 consecutive years
- Reduced the number of students exited from magnet program by almost 100%
- Enhanced the performing and visual arts program promoting collaboration and a focus on technology
- Built and maintained strategic partnerships with local businesses and arts organizations

School Principal

Crockett Elementary, Houston ISD 07/2017 - 07/2021 Houston, Texas

- Attained and maintained a Texas Education Agency A-rating through strategic interventions and rigorous teaching and learning approaches.
- Reduced student attrition rate and increased annual enrollment by 8% to maximum capacity.
- Reduced teacher attrition rate by 30% and developed teacher leaders, committees, and subgroups
- Enhanced the arts program and created a system for all students to equitably participate in performing and visual arts programs.
- Built and maintained strategic partnerships with local businesses and arts organizations.

Assistant Principal

Browning Elementary, Houston ISD 08/2013 - 05/2017 Houston, Texas

- Increased Reading STAAR scores by 10% through strategic interventions.
- Created and implemented programs to support Gifted and Talented students.
- Successfully lead the implementation of the new Dual Language Program and became a model campus for 2016
- Designed new logos and brochures to promote campus branding and image.

ACADEMIC TEACHING

4th Grade Bilingual Transitional Teacher

Memorial Elementary, Houston ISD

08/2011 - 05/2013

2nd Grade Dual Language Teacher

Herrera Elementary, Houston ISD

08/2006 - 05/2011

Kindergarten Bilingual Teacher

Herrera Elementary, Houston ISD

12/2006 - 05/2007

ARTISTIC TEACHING

Visual Arts Teacher for K-12

BDF Youth Arts Program, 7/2009-Present (summers)

Dance & Creative Movement Instructor

Hope Stone, Inc., 08/2012-05/2015

PERFORMANCE & DIRECTING

Arts Program Director at Bates College

BDF Youth Arts Program, 7/2009-Present (summers)

Colombian Folkloric Ballet, 01/1999-Present

- Artistic director, soloist, choreographer
- Performed at the Latin Grammys 2008
- Performed in Houston, Boston, Dallas, Memphis, Miami, and San Antonio

Global Dance Theatre, 08/2000-Present

- Soloist, choreographer, and administrator

EDUCATION

Ph. D., CUIN- Learning, Design, & Technology

University of Houston, College of Education

Masters, Educational Leadership

University of St. Thomas

Bachelor of Science, Interdisciplinary Studies

University of Houston, College of Education

PRISCILLA RIVAS, PH.D.

savin2011@gmail.com | 281-804-1075 | Houston, TX | @Principal_Rivas

CERTIFICATIONS

Principal Certification
Teacher EC-4
Art EC-12

LANGUAGES

English
Spanish

AWARDS

- Mabel J. Harper Scholarship 2019-2020
- Joe and Lee Mountain Scholarship, 2019-2020
- The Faith Gladstone Marshall Endowment Scholarship for 2018-2019
- RISING STAR AWARD, University of Houston, 2017-2018

GRANTS

- Miller Outdoor Theater Grant—2019 for the CFB
- Houston Arts Alliance Grant—2010-2016 for the CFB

CONFERENCES & WORKSHOPS

Academic Conferences

Best Practices for Virtual Learning

(05/2020) Houston, Texas

Houston ISD, NW Area Principal's Meeting

Participants learned about best practices in elementary aged virtual learning through online resources and developing a culture remotely.

The Practitioner's Guide to Implementing Technology to Increase Engagement in the Elementary Classroom

(10/2017) Des Moines, Iowa

ITEC - Technology & Education Conference

Developed & presented sessions to educators and leaders on best practices for increasing engagement using technology.

Using Technology to Promote Language Development

(11/2017) Houston, Texas

TESOLTEX/TESOL Conference

Presented best practices for language development in ESL students using technology.

Artistic Lectures & Workshops

The History of Colombian Folkloric Dance

(04/2017) Memphis, Tennessee

Memphis in May—Educational Outreach

Presented workshop to middle and high school students in the Memphis Independent School District to promote cultural awareness during the week of the annual Memphis in May Festival.

Assessing Art—A Discussion on Evaluating Student Progress and Performance

(07/2016) Lewiston, Maine

Bates College, BDF

Presented to artists and educators participating in an intensive teacher training course with an emphasis on exploring different learning modalities, appropriate age and grade-level lesson planning, student assessment, for compositions, collaboration, improvisation, and performance skills.

How History Shaped World Dance—Intensive One Week Workshop

(05/2009) Granville, Ohio

Denison University, Dance Department

Lead discussion and dance workshop around the colonization in South America and how it shaped dance.

Folkloric Dance for Children—Children's Museum Series

(05/2014-05/2016) Houston, Texas

Monthly workshops at the Children's Museum of Houston that included dance performance, interactive audience participation, lecture and audience performance.

Alene Haehl Coggin

Houston, Texas

EXPERIENCE

March 2012 – Present
Houston, Texas

Executive Director
HSPVA Friends

Non-profit organization supporting HISD's Kinder High School for the Performing and Visual Arts

- Grew the HSPVA Friends annual operating budget from \$350,000 to \$1.6 million
- Worked with HISD to open the school's long-awaited downtown campus, navigating significant public pressure, everchanging timelines and budget cuts, relationships with the architect (Gensler) and general contractor (McCarthy), and ultimately raising \$9 million including a \$7.5-million lead gift from the Kinder Foundation. The campus opened in January 2019 with state-of-the-art facilities.
- Cemented a permanent relationship between HSPVA Friends and HISD by drafting and executing an MOU outlining the unique public-private partnership
- Responsible for the organization's financial oversight, including: preparation of annual budget; monitoring, reconciling, and presenting financial reports; overseeing preparation of the annual audit and IRS Form 990; liaising with bankers and investment team
- Able to quickly understand principal's and faculty leads' evolving program goals and financial needs in order to respond with customized, innovative solutions
- Inspires art area faculty to establish and meet long-term program goals by advising on resource allocation, hiring practices for adjunct faculty, and national trends in arts education
- Demonstrated ability to manage Board members, colleagues, 4+ direct reports, 85+ annual contractors, and hundreds of active volunteers to achieve ambitious, measurable results
- Collaborates with HISD trustees, superintendents, and cabinet to ensure open, productive communication
- Conceptualizes and executes a full calendar of highly specialized events ranging in size, scope, and objective, simultaneously simplifying messaging, securing community buy-in, and exceeding financial goals
- Manages contract public relations team to create media opportunities and personally respond to all media inquiries
- Participated in the hiring committee for the current Kinder HSPVA principal
- Established and enforces Board governance best practices, including term limits, committee structure, and the recruitment of diverse skillsets and perspectives
- Particularly adept at cultivating and stewarding individual donors using proven servant-leadership skills in communication, motivation, organization, and adaptability (~1,200 unique donors annually, with gifts ranging from \$15 to \$50,000)
- Led the rebranding of Kinder HSPVA and HSPVA Friends, working with a national firm to update the mission, vision, and graphic identity of the school while ensuring the buy-in of key stakeholders, including alumni, parents, students, teachers, and donors
- Familiar with national trends in arts education, visiting arts high schools and universities around the country

July 2009 – March 2012
Houston, Texas

Consultant
Andis in Abbey, LLC

Consulting firm for non-profit organizations

- Provided thoughtful, practical development solutions to a variety of non-profit clients while maintaining the highest level of professional care
- Created key development documents, including: strategic plans, development calendars, annual budgets, campaign plans, marketing materials, and more
- Identified, solicited, cultivated, and retained major gifts (\$10,000+)
- Created multiple annual fund campaigns each year, resulting in significant increases in numbers of annual donors and average annual gift sizes
- Planned and managed multiple clients' annual calendars of fundraising and networking events, including luncheons, large-scale galas, VIP receptions, auctions, grand openings, and educational open houses

- Oversaw media relations, including press release and video production, resulting in print, television, and online media coverage
- Achieved success in grant research, writing, and management for local and national foundations, government entities, and corporations
- Created and maintained multiple clients' online presence through social media and e-newsletters
- Contributed to the strategy and execution of all phases of capital campaigns – from feasibility studies to grand opening celebrations – with goals ranging from \$6 million to \$15 million
- Interfaced with local government agencies to ensure the City of Houston's cooperation with client organizations' long-term goals
- Assisted organizations through the branding/re-branding process, including managing sub-contractors in redevelopment of websites and print media design
- Fluent in a wide range of missions, including community healthcare, social services, animal welfare, visual and performing arts, faith-based, municipal partnerships, and education

Sept. 2007 – May 2009
Boston, Massachusetts

Entrepreneurship Programs Assistant
Boston University Executive Leadership Center

- Acted as daily liaison between international business students and staff
- Organized and supervised all executive student events: orientations, site visits, capstones, graduations
- Created and managed online ad campaigns for post-graduate programs

Summer 2008
Houston, Texas

Development Projects Coordinator
AndrisinAbbey, LLC

Donor Relations Intern
United Way of Greater Houston

Summer 2007
Houston, Texas

Education & Community Outreach Intern
Performing Arts Houston

Grants & Services Intern
Houston Arts Alliance

EDUCATION

Class of 2009
Boston, MA

B.A. Management and Development of Non-Profit Organizations
Boston University
Magna Cum Laude

Class of 2005
Houston, TX

Theatre Department
Kinder High School for the Performing and Visual Arts, HISD
Magna Cum Laude

SKILLS

- Excellent written and verbal communication skills
- Advanced knowledge of accounting software, including QuickBooks
- Advanced knowledge of integrated donor databases, including The Raiser's Edge and Bloomerang
- Advanced knowledge of e-communication tools, including Constant Contact, iContact, and MailChimp
- Basic knowledge of WordPress, HTML, and Adobe Suite
- Familiarity with fundraising software, including WealthEngine and Foundation Directory

MEMBERSHIPS AND COMMUNITY INVOLVEMENT

- Docent, MFAH's Bayou Bend Collection & Gardens (Class of 2011)
- Member, Association of Fundraising Professionals

Oscar A. Perez

855 Nagle St.
Houston, TX 77003
713-4462658
[REDACTED]

Academic Experience

Assistant/ Aspiring Principal Workshop. TASSP. Austin	2020
TESOL Conference. ESL. Chicago	2018
Course on French Teaching Techniques, Vichy, France.	2013
Principal Certification. Region IV, Houston, TX. USA.	2011
Master of Arts in Education, Wake Forest University, Winston Salem NC, USA	2003
Proficiency-Oriented Language Instruction and assessment, Center For Advanced Research on language Acquisition, Minneapolis, MN	2002
Course on Language improvement and teaching techniques, Bell Language Schools, Saffron Walden, England.	1998
Specialist on University Teaching, Universidad Colegio Mayor de Nuestra Senora del Rosario, Bogota- Colombia	1997
Bachelor of Arts, Universidad Pedagogica Nacional, Bogota- Colombia Major: Modern Languages (French, English and Spanish).	1994

Extracurricular Activities

Kinder High School for the Performing and Visual Arts	
- Spanish NHS, International club and senior class sponsor	
- Meeting regularly with French teachers from my district.	2010-2015
DeBakey High School	
- French Club Sponsor, French symposium participant	2004-2008
- Class sponsor	2006-2008
Anglo American School	
□ Yearbook Sponsor	
□ English Club Sponsor	1990-1994
Universidad Pedagogica Nacional	
□ International Courses Monitor	1993

Work Experience**Assistant Principal**

Kinder High School for the Performing and Visual Arts, Houston TX
Assigned content areas: Math, Science, Theatre and Visual Arts 2021 up to now

Spanish Teacher

Kinder High School for the Performing and Visual Arts, Houston TX

Teach Spanish	2017- 2021
Assistant Principal High School for the Performing and Visual Arts, Houston TX Assigned content areas: Math, Science, Music and Creative writing	2015- 2017
French Teacher and Administrative Assistant High School for the Performing and Visual Arts, Houston TX Teach French in all levels	2010-2015
Manager of Languages Other Than English Houston Independent School District Creating the curriculum for levels 1 to 4 for foreign languages and providing support to all district LOTE teachers	2008-2010
French and Spanish Teacher DeBakey High School for Health Professions, Houston TX Teach French and Spanish in all levels including AP	2003-2008
Spanish Teacher Smith Academy of International Languages, Charlotte NC Teach Spanish in regular and immersion classes	2000-2003
ESL Teacher Central Piedmont Community College, Charlotte NC Teach ESL in conversation classes	2002
Lead ESL Teacher Anglo American School, Bogota- Colombia Coordinate High School English Department, council teachers and Participate in developing curriculum	1998-2000
ESL Teacher Anglo American School, Bogota-Colombia Teach beginning to advanced EFL students in a combined skills program	1994-1997
ESL Teacher Universidad Javeriana, Bogota-Colombia Teach beginning to intermediate EFL students in a combined Skills program	1997-2000
ESL Teacher Universidad Politecnico Grancolombiano, Bogota- Colombia Teach beginning to intermediate EFL students in ESP programs	1995-1996
ESL Teacher Meyer Language Institute, Bogota-Colombia	

Teach beginning to advanced EFL students in a combined skills program 1993-1994

Special Awards

Teacher of the year at Kinder High School for the Performing and Visual Arts 2020-2021
Fund for Teachers Fellow. Awarded Grant to study in France Summer 2013
Teacher of the year at DeBakey High School 2005-2006
Teacher of the year at Smith Academy of International Languages 2002-2003
Nominee Cultural Educator of the Year Award 2001-2002

References

Priscilla Rivas. Current Principal. Kinder HSPVA. 713-9421960
Scott Allen. Former Principal. HSPVA. 713-7022338
Agnes Perry. Principal DeBakey HSHP. 713-7412410
Other references upon request

(832) 233-1449

Jennifer Lankau Chase

Profile

Instructional leader and master teacher with extensive Texas public education experience, specializing in TEKS-aligned social studies and Advanced Placement instruction. Proven record of exceptional student growth, including 100% U.S. History STAAR proficiency and AP scores significantly exceeding state and global averages. Experienced department chair and district leader with demonstrated success in teacher coaching, curriculum development, and data-driven instructional improvement

Honors, Achievements, and Academic Work

- *Outstanding Teacher of the Humanities, Humanities Texas—National Endowment of the Humanities*
- *Kemerer Award for Outstanding Texas Social Studies Teacher, Texas Legal Digest and Texas Association of Secondary School Principals*
- *Finalist, H.E.B Educators of Excellence Award*
One of 5 finalists for the State of Texas for secondary education
- *McGraw-Hill Education Reviewer*
Chosen to review chapters related to 20th Century in the current McGraw-Hill World History Textbook.
- *Pilot Teacher, Religious Tolerance in Public Schools, Boniuk Institute for Religious Tolerance, Rice University*
Developed and am implementing voluntary course work for students in public school to learn about the academic study of world religions and belief systems, in collaboration with Gayle Pagnoni, Ph.D., Rice University.
- *Houston ISD Social Studies Teacher Leader Corps*
Chosen to be part of a select (8) teachers to mentor, teach, and promote social studies education in Texas' largest public school district. Position included leading numerous professional development sessions for both new and experienced teachers.
- *Lea Krell Weems Fellowship*
Chosen to represent Houston with the Holocaust and Jewish Resistance Teacher's Program's summer seminar (a total of 30 teachers from across the US) taking place in New York, Germany, and Poland.
- *Houston ISD, Secondary Teacher of the Year, Finalist*
- *2016 State-wide Semi-Finalist, H.E.B. Educators of Excellence Award*
- *Guardians of the Spirit Profiled Educator, Holocaust Museum Houston*
- *Key Teacher, Houston ISD*
Chosen as the World History Key Teacher for Houston ISD. Key Teachers welcome, train, and provide an ongoing support system for new teachers to Houston ISD.
- *HISD Social Studies Textbook Houston ISD Adoption Committee*
- *Texas Teacher's Teaching American History Travel Grant*
One of 30 teachers chosen for a travel grant to Boston, MA to explore various themes of revolution.
- *Muslim History and Culture Cohort, University of Texas College of Liberal Arts*
One of 15 teachers to participate in a statewide collaborative program with University of Texas College of Liberal Arts. The program explores Muslim history and culture on a graduate work level.
- *Texas Teachers Teaching American History Grant Participant*
- *Warren Fellow, Holocaust Museum Houston*

Experience

Houston ISD

2014-Present

District Lead Teacher Advanced Placement United States History

2023-Present

- Create district wide scope and sequence for AP US History
- Write curriculum for US History
- Plan and deliver monthly professional development for district wide social studies sessions
- Plan and facilitate district wide US History Review Saturdays for HISD students

Jennifer Lankau Chase

(832) 233-1449

Houston ISD, continued

Kinder High School for the Performing and Visual Arts

2014-Present

Humanities Department Chair

2025-Present

Social Studies Department Chair

2017-2025

- Responsible for hiring, budget, and development of Social Studies, English, and World Languages teachers, including observation, coaching, curriculum decisions, scope and sequence planning and data analysis.
- Lead curricular decisions, including instructional materials review and purchases

Teacher, United States, World, and European History, and World Geography

- Receive highest evaluation results from both administration and instructional coaches
- 100% of students meet standard on US History STAAR exam (4 years of US History STAAR results)
- Significantly exceed AP United States History and AP European Exam state and global averages with diverse students

AP US History 2024 Average 4.22 (Texas average 2.88, Global average 3.23)

AP European History 2024 Average 4.48 (Texas average 3.15, Global average 3.27)

- Teacher of the Year
- Campus appointed mentor teacher to first year educators
- National Honor Society Faculty Sponsor, Rho Kappa National Social Studies Honor Society Sponsor, Junior State of America Faculty Sponsor, National Ethics Bowl Faculty Sponsor, UN Girl Up Program Sponsor, Religious Tolerance and Literacy Club Sponsor

Charles H. Milby High School

2012-2014

Teacher, World History

- Received highest ranking from Houston ISD for value added student growth for the 2012-2013 school year. Only two teachers at Milby HS (enrollment 2100) received this ranking.
- Received highest evaluation results from both administration and instructional coaches.
- Chosen by Houston ISD's Professional Development department and University of Houston's College of Education as a high value cooperating teacher with whom to place student teachers

Kashmere High School

2011-2012

Teacher, US History

- Received highest evaluation results from both administration and instructional coaches.
- Achieved a passing Exit Level TAKS percentage of 99%, a significant improvement of school scores.

College Board

2020-present

AP History Reader

- Read and score AP European and US History Exam student essays during the AP Exam read each June

United States Department of the Interior, National Park Service

1999-2023

Park Ranger

Full time and seasonal work 1999-2023

Effigy Mounds National Monument, Iowa—Big Thicket National Preserve, Texas—Gateway Arch, Missouri

- Completed original research on a variety of subjects regarding United States History
- Created and presented public programs, junior ranger materials, and curricular materials

Education

University of Houston, Houston, Texas

Dual Master's Degree in History and Curriculum and Instruction (degree not yet completed)

University of Houston (Downtown), Houston, Texas

Bachelor of Arts, History

Saint Louis University, Saint Louis, Missouri

History/Political Science

Rodolfo Morales

[LinkedIn](#)

PROFESSIONAL EXPERIENCE

Instrumental Music Department Chair

Kinder HSPVA, Houston, TX

September 2020-Present

Director of Classical Piano Studies

Kinder HSPVA, Houston, TX

August 2004-Present

Faculty

Point Counterpoint Summer Chamber Music Camp, Leicester, VT

July 2019-Present

Self-Employed

Morales Piano Academy, Houston, TX

August 2015-Present

Summer Conservatory Piano Department Chair

American Festival for the Arts, Houston, TX

June 2004-Present

EDUCATION

The Juilliard School

1996-2002

Bachelor of Music & Master of Music—Piano Performance

Studied under Dr. Yoheved Kaplinsky

Interlochen Arts Academy

1994-1995

High School Diploma, Classical Piano

The High School for the Performing and Visual Arts

1991-1994

Classical Piano Department

PERFORMANCE HIGHLIGHTS

- Soloist with Houston Symphony, San Antonio Symphony, The Woodlands Symphony, and World Youth Symphony Orchestra
- Concert appearances at Carnegie Hall Weill Recital Hall, Juilliard Theater, Wortham Center, Jones Hall, Zilkha Hall, Stude Concert Hall, Menil Collection, and Rienzi Collection
- International performances in Sarajevo, Bosnia and Mexico City
- Featured soloist on NPR's *Performance Today*
- Performer, Da Camera of Houston, Beethoven for All Piano Sonata Series
- Participant, Ponce 243, performing the complete piano works of Manuel M. Ponce in Houston and Mexico City
- Regular performer, Harmony in the Air, City of Houston and Houston Airport System
- Member, Moore and Morales Piano and Cello Duo

AWARDS & HONORS

- Pre-Collegiate Teacher of the Year, Texas Music Teachers Association
- Distinguished Alumni Award, American Festival for the Arts
- Robert McNair Foundation Grant for Performance Studies
- Isabel Scionti Award, Isabel Scionti International Piano Competition
- Two-time winner, National Concerto Competition, Interlochen Summer Music Festival

Jonathan S. Klein

Houston, TX

(917) 992-0064

Professional Summary

Senior education leader with **25+ years of experience** across public education, program leadership, and strategic communications. Currently serving as **Magnet Coordinator at Kinder High School for the Performing and Visual Arts (HSPVA)**, leading recruitment, admissions, compliance, and large-scale program operations for one of Houston ISD's most competitive magnet programs. Proven ability to drive enrollment diversity, ensure regulatory compliance, manage complex stakeholder relationships, and execute high-impact events in mission-driven environments.

Professional Experience**Kinder High School for the Performing and Visual Arts (Houston ISD) – Houston, TX****Magnet Coordinator** | June 2017 – Present

Lead strategy, operations, and compliance for a district-recognized performing and visual arts magnet program.

- Direct recruitment, admissions, and compliance for a highly selective magnet program, ensuring alignment with district and state magnet requirements.
- Manage end-to-end magnet application processes, including audition coordination, data tracking, reporting, and family communications.
- Partner with school leadership, faculty, and district offices to support program growth, student retention, and equitable access.
- Analyze enrollment, demographic, and performance data to inform outreach strategies and continuous program improvement.
- Serve as primary liaison to families, community arts partners, and district stakeholders regarding magnet admissions, policies, and programming.
- Produce and manage large-scale interdepartmental events, including:
 - 17 Broadway-caliber extracurricular musicals
 - Six commencement ceremonies and performances
 - HSPVA 50th Anniversary Celebration and production of a 50th Anniversary commemorative book
- Recognized as Houston ISD Magnet Coordinator of the Month (October 2021).

Algebra II Instructor | August 2015 – June 2017

- Taught Algebra II to diverse student populations at a selective performing and visual arts high school.
- Designed standards-aligned curriculum emphasizing problem-solving, data analysis, and college readiness.
- Built strong relationships with students and families to promote accountability and sustained achievement.

Additional Role: Math Department Chair | 2016 – 2017

- Collaborated with school leadership to strengthen instructional quality, curriculum alignment, and student outcomes.
-

Applicant Team Resumes - Klein, pg. 2 of 2
Engagement

School Affiliation: Dir., Admissions & Comm.

Professional Experience (Continued)

YES Prep Public Schools – Houston, TX

Math Instructor (Teach For America Corps Member) | 2011 – 2015

- Selected as a Teach For America corps member and relocated to Houston to teach in high-need public schools.
- Taught Math 6, Math 7, and Algebra I; looped with the same cohort across three academic years.
- Achieved a **98% passing rate** on the 2014 Algebra I STAAR exam and **97% passing rate** on the 2013 Math 7 STAAR exam.
- Recognized as a **“Practiced Teacher”** (top 24%) on the YES Prep Teacher Continuum.
- Designed data-driven interventions to close achievement gaps.

Prior Leadership & Communications Experience

(Selected roles supporting senior leadership, strategic planning, and large-scale operations)

NBCUniversal – New York, NY

Vice President, Integrated Sales Marketing | 2008 – 2009

- Led integrated marketing strategies across **40+ media brands**.
- Managed a **\$1.3M budget**, more than doubling sustainability-focused advertising revenue to **\$38M**.

BBDO New York – New York, NY

Director, Brand Initiatives | 2006 – 2008

- Led cross-functional brand strategy initiatives for global and nonprofit clients.

General Electric (GE) – Fairfield, CT

Marketing Communications Manager | 2003 – 2006

- Supported executive leadership and global communications initiatives, including CEO-level events and corporate brand launches.

Education

Purchase College, State University of New York – Purchase, NY

Bachelor of Arts in Sociology and the Arts

Graduated **Cum Laude**, GPA: **3.52**

Certifications

Texas Education Agency (TEA)

- Theatre, Grades EC–12 (Expires 03/31/2030)
- Mathematics, Grades 7–12 (Expires 03/31/2030)
- Generalist, Grades 4–8 (Expires 03/31/2030)

MATTHEW JAMISON

Office: (713) 874-0087

NONPROFIT DEVELOPMENT & STRATEGIC PHILANTHROPY LEADER

8+ years of experience driving revenue growth and cultivating high-value partnerships across nonprofit and academic environments. Proven ability to translate mission into measurable impact and align stakeholder engagement with organizational and community values. Adept at building lasting trust-based partnerships and managing complex projects.

WORK EXPERIENCE

DIRECTOR OF STRATEGIC ENGAGEMENT

SEPTEMBER 2022 – PRESENT

HSPVA Friends | Houston, Texas

501(c)(3) nonprofit and notable public-private partnership model supporting Kinder High School for the Performing and Visual Arts, a nationally recognized Houston ISD magnet school. HSPVA Friends provides the budget for the school's arts curriculum, as well as program support and community engagement, which public funding cannot cover.

- Manage a portfolio of more than 500 donors, annual gifts ranging from \$250 to \$50K. Develop and execute donor stewardship and impact reporting strategies.
- Plan and execute record-breaking fundraising and community events for 250-1,400 guests with totals raised up to \$330K, meeting or exceeding budgeted goals. [Read about 2025's record-breaking luncheon.](#)
- Collaborate with school leadership to identify programmatic needs, evaluate strategy and outcomes, and direct private funds toward the highest impact opportunities.
- Recruit and steward board members and volunteer leadership, cultivating long-term relationships grounded in trust and shared values.
- Guide messaging and production of donor communications, including [annual reports and impact stories](#).

CONSULTANT AND RESEARCHER

SEPTEMBER 2021 – PRESENT

Chromaculture | San Francisco, California (Part-Time Contract; Fully Remote)

- Founding member of the Media Education Research Lab at UC Berkeley; lead researcher and editor on a forthcoming platform scoring diversity in media and tracking global media piracy trends.
- Co-led UCLA's Center on Race & Digital Justice Fellowship, mentoring 28 early-career academics and late-stage Ph.D. fellows; co-developed mentorship framework; mentorship contributed to placements, including a Marie Curie Fellowship and a tenure-track position at Northwestern University.

INSTITUTIONAL GIVING MANAGER

JANUARY – SEPTEMBER 2022

Stages | Houston, Texas

One of Houston's largest nonprofit theaters.

- Led strategy and wrote the case for a \$1.25M gift—Stages' largest operating donation—by aligning leadership on a new citywide theatre training initiative and driving cross-team program design and messaging.
- Secured \$100,000 in new operating grants from private and corporate foundations and government agencies.
- Led \$30K FEMA and Texas Dept. of Emergency Management reimbursement for COVID expenses, coordinating finance and operations teams to ensure compliance and reduce Stages' post-pandemic budget deficit.

DIRECTOR OF RELATIONSHIP MANAGEMENT

SEPTEMBER – DECEMBER 2021

Junior Achievement of Southeast Texas | Houston, Texas

- Secured \$50K in first-time corporate and foundation funding by aligning grant proposals with corporate social responsibility (CSR) KPIs, leveraging data and storytelling to connect program impact with funder priorities.
- Wrote the case for a \$20M+ capital campaign, translating complex program goals into clear, compelling narratives that aligned stakeholders and became the campaign's core messaging tool.

DEVELOPMENT MANAGER

AUGUST 2016 – JULY 2019

HSPVA Friends | Houston, Texas

- Led all phases of a three-year, \$10M capital campaign for a public arts high school, securing a \$7.5M lead gift in a politically sensitive environment by navigating public-private dynamics and engaging community stakeholders. Stewarded gifts from 280 total contributors to reach the full campaign goal.

- Managed 100+ volunteers and subcontractors annually to execute events and produce branded materials, writing all copy, overseeing production, and reducing costs through vendor negotiation.
- Led full rebrand—including logo, templates, and style guide—to modernize materials and create a stronger visual brand; managed designers and shaped brand strategy.
- Managed all website content for HSPVA Friends, serving as the administrator and content creator, writing event- and campaign-specific updates and program impact stories.

SKILLS

- **Stakeholder Engagement & Relationship Building** – Trusted partner to donors, board members, and institutional collaborators across nonprofit, academic, and corporate sectors.
- **Strategic Communication & Narrative Design** – Exceptional written communication, proposal development, and storytelling tailored to corporate, foundation, and stakeholder audiences.
- **Cross-Functional Leadership** – Led strategic planning and managed teams across departments to build consensus and implement high-impact initiatives.
- **Data-Informed Philanthropy & Program Design** – Applied research, analysis, and evaluation skills to shape funding proposals, donor strategies, and long-term organizational planning.
- **Project & Event Management** – Led end-to-end execution of fundraising events, campaigns, and collaborative initiatives; managed budgets, timelines, and logistics.
- **Talent Development & Team Leadership** – Co-led national academic fellowship; mentored Ph.D. students and emerging professionals for success in industry and academia.
- **Digital Platforms & Tools** – Proficient in Raiser's Edge, WordPress, Bloomerang, Salesforce's PatronManager, Microsoft Office Suite, email marketing, and social media tools; quick to adopt new platforms.

SPEAKING ENGAGEMENTS / THOUGHT LEADERSHIP

- Conference presentations, including plenary panels and international forums, in humanities and arts sectors.
- Invited participant in prestigious seminars at Blekinge Institute of Technology, London Graduate School, and Utrecht University.

AWARDS & HONORS

- **Berkeley Fellowship for Graduate Study, UC Berkeley** – Prestigious fellowship—including full tuition, fees, and living stipend—awarded for academic excellence and leadership in performance, media, and humanities research.
- **Erasmus Mundus Scholarship, European Commission** – Major merit-based award supporting international research in intercultural gender studies.

EDUCATION

- **Ph.D. Coursework, New Media & Performance Studies**
University of California, Berkeley (August 2019 – June 2021)
- **M.A., Gender Studies, *summa cum laude***
Utrecht University (The Netherlands) & University of Oviedo (Spain) (August 2014 – June 2016)
- **B.A., Gender Studies & Theatre, *summa cum laude*, Phi Beta Kappa**
Ohio Wesleyan University (August 2010 – May 2014)

Patrice Wooten Hightower

713-598-0865 | [REDACTED] Houston TX

SUMMARY

Use my extensive management, organizational, analytical and data maintenance skills to manage a small organization's operational needs. I have honed these skills by founding and running businesses, working in corporate management, and handling trustee duties for family trusts. My fiduciary roles and inherent integrity dictate confidentiality and trustworthiness in my handling of information. I am good at taking complex tasks and systematically processing them to accomplish the result. I currently multi-task proficiently with my ongoing responsibilities.

CURRENT RELEVANT EXPERIENCE

- **Operations Manager – HSPVA Friends – October, 2022 - present**
 - Process, monitor and reconcile expenses. Input constituent donations into contact management system. Make electronic and physical bank deposits. Manage consultant payroll. Supervise the scholarship award and distribution process. Assist with events. Plan and arrange field trips. Communicate with faculty and staff as needed.
- **Texas Real Estate Broker – HomeSmart and various real estate organizations since licensing**
 - Manage commercial and residential real estate transactions. Coordinate and communicate with the multiple parties involved in a transaction including clients, title companies, mortgage companies and other real estate professions to successfully close transactions. Compose listing descriptions and marketing materials. Electronically deliver documents and marketing correspondence.

ADDITIONAL RELATED EXPERIENCE

- Planned and monitored client investments as a Certified Financial Planner. Managed client financial data, communicated results and recommendations, and met regularly with clients both in person and remotely.
- Input worksheet data monthly to calculate and distributed income, gains and losses to the various endowments of non-profit organization. Entered results in organization's accounting system.
- Manage and account for all trust activities for family trust including input in accounting system.
- Handled all administrative duties for real estate brokerage as designated broker including procurement, payroll, contact management and information system management.
- Provided bookkeeping services for small businesses including employee timekeeping, payroll processing, invoicing, and check-writing and payables management.
- As treasurer for small non-profit dance company, accounted for box office receipts and program expenditures, coordinated and maintained donor information and generated annual donor letters.
- Have managed multiple data and information system changes of software and media in various organizations and businesses.

SKILLS

- Planning and Organizing
- Critical and Analytical Thinking
- Logistical Implementation Focus
- Reporting to Stakeholders
- Data Management
- Honest and Ethical

EDUCATION, LICENSES AND CERTIFICATIONS

- BBA, University of Texas Austin; MBA, Bauer School University of Houston
- Texas Real Estate Broker
- Formerly Series 7 Securities licensed; former Certified Financial Planner

Attachment 8: Staff Recruitment and Hiring Plan

Rigorous Selection Process and Hiring Timeline

Kinder High School for the Performing and Visual Arts (Kinder HSPVA) implements a multi-stage, highly selective hiring process to ensure alignment with the campus mission, instructional expectations, and pre-conservatory model. Due to the school's strong reputation, open positions typically generate a large applicant pool. Known vacancies are identified early and filled prior to mid-summer whenever possible, allowing sufficient time for onboarding and preparation before the start of the academic year.

The recruitment and selection process includes:

1. Resume and credential review to verify appropriate certification, content expertise, professional experience, and an understanding of the campus's academic and arts-focused mission;
2. An initial phone or virtual screening interview to assess instructional philosophy, qualifications, and readiness for the specialized demands of Kinder HSPVA;
3. A structured panel interview that includes campus administrators, teachers from the hiring department, teachers from other departments, and students from the relevant arts or academic area, during which candidates respond to instructional scenarios, classroom management situations, and mission-aligned questions; and
4. A demonstration lesson observed by administrators and department faculty, followed by structured student feedback collected through a survey reflecting engagement and learning experience.

In the event of unexpected or late-emerging vacancies, Kinder HSPVA prioritizes instructional continuity without compromising hiring standards. The campus will utilize high-quality substitute teachers, interim instructional placements, or temporary professional coverage as appropriate while continuing a deliberate search for the best-fit candidate. This approach ensures that instructional quality is maintained while preserving the integrity of the hiring process. Kinder HSPVA does not expedite or compromise hiring decisions due to time constraints; positions are filled only when candidates meet the instructional, cultural, and professional expectations required to support sustained academic and artistic excellence.

Attachment 9: Staff Development Plan

Staff Development, Induction, Evaluation, and Retention Plan

Purpose and Vision: Kinder High School for the Performing and Visual Arts (Kinder HSPVA) is committed to recruiting, developing, and retaining high-performing educators who can successfully deliver a rigorous academic and pre-conservatory arts program. Because of the specialized and demanding nature of the school’s instructional model, staff development and retention are approached as intentional, strategic systems designed to support instructional excellence, professional growth, and long-term sustainability.

I. Recruitment and Induction of High-Quality Staff

Prior to the start of campus-wide pre-service professional development, all newly hired staff participate in a full-day, campus-specific induction program. This induction includes a comprehensive overview of the history, mission, and vision of Kinder HSPVA; an introduction to the pre-conservatory instructional model and campus expectations; a review of academic and arts program structures; a campus tour and orientation to instructional spaces; an introduction to campus culture, traditions, and student experiences; and the distribution of instructional materials, resources, and campus identifiers. This early induction ensures that new staff enter pre-service learning with a foundational understanding of what makes Kinder HSPVA distinct and successful. Each new staff member is also paired with a veteran faculty mentor within their department. Mentors provide ongoing guidance related to instructional planning, program expectations, and navigating the specialized demands of the campus.

II. Evaluation Tools and Processes

As an SB 1882 Innovation Partnership campus, Kinder HSPVA will implement a customized teacher evaluation system that is modeled closely to T-TESS and a Teacher Incentive Allotment plan aligned to the unique instructional contexts of both academic and arts classrooms.

Evaluation practices emphasize coaching and instructional alignment rather than compliance-driven observation. Administrators conduct frequent, informal classroom observations using a formative “spot observation” approach. These observations capture real-time instructional practices, student engagement, and alignment to campus expectations. Feedback is provided through immediate or near-immediate debrief conversations, allowing teachers to reflect and adjust practice in a timely, supportive manner. Observation data, feedback notes, and professional growth goals are reviewed regularly by campus administrators to identify patterns of strength and areas for targeted support. This system supports both individual teacher development and campus-wide instructional coherence.

III. Targeted and Personalized Staff Support

When instructional needs are identified, Kinder HSPVA provides differentiated and personalized support structures, including additional coaching cycles with department mentors or instructional leaders; peer

observations in low-stakes, reflective settings; targeted professional learning aligned to specific content or instructional needs; and access to external training, including College Board professional development for Advanced Placement instructors or discipline-specific arts training. Support plans are collaborative, clearly defined, and time-bound, with the goal of building teacher capacity while maintaining a positive, growth-oriented culture.

IV. Professional Development Capacity and Facilitation

Professional development at Kinder HSPVA is facilitated by qualified personnel with deep instructional and content expertise, including campus administrators, department chairs, veteran teachers, instructional specialists, and professional artists or adjunct faculty where appropriate. Professional learning methods include whole-group campus professional development, department-specific professional learning communities, instructional coaching and mentoring, peer observation and feedback, and workshops with visiting artists, university partners, and content experts. This blended approach ensures adult learning is relevant, collaborative, and aligned to instructional realities.

V. Professional Development Calendar and Ongoing Support

Kinder HSPVA implements a structured professional development calendar that includes pre-service professional development during the summer focused on instructional expectations, curriculum alignment, and campus culture; monthly early-release professional learning for departmental and cross-departmental collaboration, instructional calibration, and student work analysis; semester professional development days for deep dives into instructional strategies, assessment practices, and program alignment; and embedded support sessions incorporated into existing professional learning days or early-release sessions when additional needs arise to ensure support is timely and integrated rather than additive. See sample PD plans in Section 2 of the Partnership Application.

VI. Staff Retention and Sustainability

Kinder HSPVA's approach to staff development and evaluation supports high retention by fostering a culture of trust, professionalism, and shared ownership. Teachers are supported through meaningful feedback, access to growth opportunities, and alignment between their expertise and instructional assignments. The campus's intentional investment in mentorship, professional learning, and instructional autonomy contributes to strong staff satisfaction and long-term commitment.

Conclusion

Through a rigorous induction process, customized evaluation systems, targeted professional support, and sustained professional learning, Kinder High School for the Performing and Visual Arts ensures that staff are prepared, supported, and retained to deliver a high-quality academic and pre-conservatory arts education. This comprehensive approach positions the campus to maintain instructional excellence and sustainability under the proposed SB 1882 partnership.

—- DRAFT —-

EMPLOYEE VALUE PROPOSITION

Dear Kinder HSPVA Educator,

Kinder High School for the Performing and Visual Arts is a nationally recognized public arts magnet where academic excellence and artistic mastery are pursued with equal purpose and intensity. Our students are selected based on demonstrated artistic potential and enter an environment designed to challenge them intellectually, creatively, and personally.

Working at Kinder HSPVA means joining a professional community that believes student talent must be matched by adult expertise, intentional instruction, with shared responsibility between students and faculty. Our culture is rooted in high expectations, meaningful support, with the belief that young artists thrive when they are challenged, inspired, and genuinely supported as individuals.

This Employee Value Proposition provides clarity about what educators can expect from the campus and what the campus expects in return.

What Kinder HSPVA Provides Educators

- Opportunities to teach highly motivated and artistically driven students
- A professional culture that values both pedagogical excellence and artistic credibility
- Leadership opportunities in curriculum design, performances, showcases, and program development
- Coaching and feedback systems focused on refinement of practice and professional growth
- A safe, structured campus environment where administrators actively support instruction and rehearsal
- Interdisciplinary collaboration that strengthens both academic and artistic outcomes
- A mission-driven community centered on excellence, creativity, and student postsecondary readiness

Teaching at Kinder HSPVA offers educators the opportunity to shape students who will influence the future of the arts, scholarship, and civic life.

Shared Expectations: The Common Ground

Regardless of discipline, all Kinder HSPVA educators contribute to a high-performance culture grounded in the following commitments:

Continuous Professional Growth

Faculty refine instructional practice and artistic expertise through feedback, collaboration, reflection, and professional learning.

High Expectations Paired with Student Support

Educators maintain rigorous standards while remaining attentive to the emotional and developmental demands students experience as emerging artists and scholars. Faculty are expected to respond with empathy, professionalism, and an awareness of the pressures associated with performance, critique, and academic expectations.

Purposeful Use of Time

Instruction, rehearsals, and meetings begin promptly and are intentionally designed to maximize engagement, productivity, and progress.

Collaboration and Collective Responsibility

Faculty participate actively in PLCs, production teams, interdisciplinary initiatives, and campus improvement efforts.

Student Monitoring and Culture Building

All staff contribute to maintaining a safe, focused environment that supports both creative expression and academic discipline.

Accountability with Support

Educators are responsible for student growth and program quality. Campus leadership is responsible for providing coaching, resources, and removing barriers to success.

Communication

Educators maintain timely communication with students, families, and administration including grades, calendars, and lesson plans.

Professionalism

Faculty communicate constructively, engage in solution-oriented dialogue, and model professional behavior for students, while meeting profession and administrative deadlines.

Expectations for Academic Teachers

Academic teachers at Kinder HSPVA play a uniquely important role. Many students arrive deeply committed to their art area and may naturally prioritize rehearsals, performances, and artistic identity. Academic teachers are therefore responsible for designing and delivering instruction that is both intellectually rigorous and compelling enough to earn students' sustained attention and effort.

Academic faculty are expected to:

Design Engaging and Rigorous Learning Experiences

Plan lessons that require students to think critically, speak, read, write, and actively engage with complex content. Instruction should sustain cognitive effort and build deep mastery.

Monitor Student Progress Consistently

Use formative and summative assessment practices to track learning and provide timely intervention when students struggle to balance artistic and academic demands.

Use Data to Inform Instructional Decisions

Engage in regular analysis of student performance indicators, including classroom assessments, benchmark data, AP outcomes, and college readiness measures.

Maintain Instructional Urgency and Pacing

Structure lessons to maximize participation, productive struggle, and measurable progress toward mastery.

Support Students Managing Intensive Schedules

Recognize the demands of performance cycles while maintaining clear academic expectations and structures that help students develop time management and accountability. Provide advance notice of major academic deadlines.

Collaborate Across Disciplines

Work with arts faculty to align timelines, anticipate performance demands, and reinforce transferable skills such as critique, revision, reflection, and perseverance.

Expectations for Art Area Teachers

Art area teachers at Kinder HSPVA are responsible for developing students as disciplined, reflective artists prepared for competitive postsecondary pathways and professional environments while reinforcing the academic habits and skills necessary for success beyond high school.

Art faculty are expected to:

Maintain High Artistic Standards

Design sequenced instruction that develops technical precision, artistic voice, conceptual understanding, and performance readiness.

Build and Elevate Students' Cultural Capital

Expose students to diverse artistic traditions, professional practices, and creative contexts that expand artistic literacy and intellectual perspective.

Balance Classical Foundations with Contemporary Relevance

Continuously seek new ways to keep artistic instruction relevant, modern, and responsive to evolving artistic fields while maintaining strong grounding in classical techniques, traditions, and discipline.

Foster Collaborative Artistic Communities

Create rehearsal and studio environments where ensemble work, critique, peer feedback, and shared problem-solving are central to learning.

Prepare Students for Public Performance and Portfolio Development

Guide students through juries, showcases, auditions, and portfolio preparation that reflect high artistic expectations and authentic professional practice while reinforcing responsibility for maintaining strong academic standing.

Provide Immediate and Iterative Artistic Feedback

Use modeling, demonstration, coaching, and repeated practice cycles to refine technique, interpretation, and craftsmanship.

Contribute to Program and Production Responsibilities

Participate fully in performances, showcases, recruitment efforts, and departmental initiatives that sustain program strength and campus reputation, while collaborating with academic faculty to support student success and ensure alignment between artistic commitments and academic expectations.

Culture and Choice

Kinder HSPVA is a demanding and deeply rewarding professional environment. The pace is fast. Expectations are high. The work is meaningful.

Choosing to work here means choosing to contribute to a culture where excellence is expected, growth is continuous, and student potential is treated as both an opportunity and a responsibility.

In return, campus leadership commits to investing in educator development and sustaining a workplace where both students and adults can thrive artistically, academically, and personally.

Our Shared Values

Campus Commitments

- Artistic and academic excellence
- Student growth and postsecondary readiness
- A supportive and inclusive artistic learning community
- Leadership development and professional learning
- Innovation in teaching and creative practice

Faculty Contributions

- High-quality instruction
- Contributions to a high-performance artistic culture
- Collaboration and mentorship
- Continuous professional growth
- Ownership of student outcomes

Attachment 10: Financial Plan

HSPVA Friends/Kinder HSPVA

BUDGET PROJECTION: Partnership Campus 26-27 (Year One)

STATE ALLOTMENT

FSP Allocation	5,909,862
Federal Funds	TBD
1882 Increment	1,388,009
Total Allotment:	7,297,871

EXPENSES

Compensation

Instruction	4,500,000
School Leadership and Operational Staff	1,525,000
Total Compensation:	6,025,000

HISD LEA Duties (5%)

Utilities (Electricity, Gas, Water)
Insurance
Data Sharing (Reporting, Accountability, and PEIMS)
Administration
Superintendent of Schools
Chief of Staff
General Counsel
Finance Admin
FMO Admin
HR Admin
Organizational Effectiveness Admin

IT

IT Infrastructure/Admin
Information Systems/Student Management
IT Data Business Systems

HISD LEA Duties (5% Fee)* **364,894**

Transportation* **162,770**

Police and Safety Emergency Management System* **129,684**

Academic Services

TSI Prep and Support*	9,331
NWEA*	1,504
Performance Management Package*	12,926
Telehealth*	7,654
10th PSAT*	2,741
11th PSAT*	863
Health & Medical*	8,742
SPED Services*	26,098
Advance Course Access (AP)*	119,583
Crisis Interventions*	5,963
Professional Development	44,000
Chromebooks/Textbooks	100,000
Curriculum	100,000
Academic Interventions/Tutoring	35,000
Academic Services	474,405

Facilities, Maintenance, and Operations	
Facility Maintenance - Maintenance and Repairs*	155,624
Building Services Manager & Custodial Team*	168,000
Pest Control*	794
Grounds	3,500
Custodial/Maintenance - Ad Hoc	42,000
Custodial Supplies & Equipment	125,000
Facilities, Maintenance, and Operations	494,918
HISD HR/Payroll Services	
Payroll*	9,798
Benefits Administration*	794
HR Data Analytics*	6,741
HR Management*	26,877
HR Operations*	6,098
Employee Relations*	2,715
HISD HR/Payroll Services	53,023
IT	
Copier Lease*	42,680
IT	42,680
Organizational Effectiveness & Public Affairs	
Sunrise Centers*	29,378
ParentSquare*	3,057
Summer School	3,000
Substitute Teachers	25,000
Recruitment, Admissions, and Outreach	20,000
Organizational Effectiveness & Public Affairs	80,435
Finances	
Central Receiving/Mail*	461
Accounting*	15,285
Budget Services*	6,368
Demographics (Student Projections)*	1,993
External Funding*	2,723
Ethics & Compliance*	4,764
Internal Audit*	2,382
Risk Management*	1,588
Tax Services (HISD - LEA Service)*	10,000
Treasury (Cash Management)*	2,382
Tax Preparation	6,000
External Audit	20,000
Finances	73,946
Central Services Add Back (Opt-Outs)*	(604,914)
TOTAL EXPENSES	7,296,841
NET	1,030

* Based on dollar amount provided by HISD Menu of Services

Anticipated Fundraising Income

For nearly fifty years, HSPVA Friends has provided financial support for Kinder HSPVA.

The funds historically raised and expended by HSPVA Friends, including current HSPVA Friends staff salaries, are not included in the campus budget above.

A summary of HSPVA Friends' audited income and expenses from FY23, FY24, and FY25 is included below. HSPVA Friends retains six months' operating cash reserves; net changes in assets are due to planned and budgeted program expansions. HSPVA Friends' audits and IRS Form 990s are available for public review on its website.

The current fund sources and uses are not expected to change in the near term as a result of the formation of the 1882 Partnership.

HSPVA Friends Statement of Activities

	FYE Ended		
	(\$ 000s)		
	July 2023	July 2024	July 2025
Income			
Contributions/Fundraising	710.0	915.6	835.6
Program fees	438.5	426.1	375.9
Investment income	96.8	183.5	248.5
	<u>1,245.3</u>	<u>1,525.2</u>	<u>1,460.0</u>
Expenses			
Program costs	1,037.4	1,203.6	1,180.3
Administration	150.8	161.9	175.5
Fundraising	132.0	138.5	139.2
	<u>1,320.2</u>	<u>1,504.0</u>	<u>1,495.0</u>
Net change in assets	(74.9)	21.2	(35.0)