Application Coversheet

Pioneer Technology & Arts Academy
Proposed Generation Twenty Charter Name

Meadow Oaks Education Foundation
Name of Sponsoring Entity

Note: If the sponsoring entity is a 501(c)(3) nonprofit organization, the name must appear exactly as it appears in the Articles of Incorporation or any amendments thereto.

The sponsoring entity is a (Check only one.):

☒501(c)(3) nonprofit organization ☐Governmental Entity ☐College or University

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Chairperson of Governing Body of Sponsoring Entity: Betty Hastings

CEO of Sponsoring Entity: Shubham Pandey

CEO/Superintendent of Proposed Charter School: TBD

Contact Name: Shubham Pandey Contact E-mail Address: shubham@ptaaschoo.org

Contact Phone #: 9722856895 X 222 Contact Fax #: 9722943291

Board Member Who Attended an Applicant Conference: Betty Hastings Date of Conference: 12/4/2014

Applicant Mailing Address (This address will be used for contact regarding this application.): 1412 S Belt Line Rd, Mesquite TX 75149

Physical Address of Proposed Administrative Offices (if different from above): Same

Number of Campuses Being Requested: 5

Physical Address of Each Proposed Campus (Please include street address, city, state, zip, and county.). If the specific address is unknown at this time, please provide the county and general location of the proposed campus:

Dallas County Mesquite Area, Collin County Royse City Area, Kaufman County, North Collin County, North Fort Worth County

State the estimated enrollment and check all grade levels to be served for each school year. *By Year 3, at least one grade in which the state assessments are administered must be offered.*

Year 1: Estimated Enrollment: 320
☐Pre-K3 ☐Pre-K4 ☐K ☐1 ☐2 ☐3 ☐4 ☐5 ☒6 ☒7 ☐8 ☐9 ☐10 ☐11 ☐12

Year 2: Estimated Enrollment: 680
☐Pre-K3 ☐Pre-K4 ☐K ☐1 ☐2 ☐3 ☐4 ☐5 ☒6 ☒7 ☒8 ☒9 ☐10 ☐11 ☐12

Year 3: Estimated Enrollment: 1305
☐Pre-K3 ☐Pre-K4 ☐K ☐1 ☐2 ☐3 ☐4 ☐5 ☒6 ☒7 ☒8 ☒9 ☒10 ☐11 ☐12

Year 4: Estimated Enrollment: 2025
☐Pre-K3 ☐Pre-K4 ☐K ☐1 ☐2 ☐3 ☐4 ☐5 ☒6 ☒7 ☒8 ☒9 ☒10 ☒11 ☐12

Year 5: Estimated Enrollment: 3550
☐Pre-K3 ☐Pre-K4 ☐K ☐1 ☐2 ☐3 ☐4 ☐5 ☒6 ☒7 ☒8 ☒9 ☒10 ☒11 ☒12

At Capacity: Maximum Enrollment: 3550
☐Pre-K3 ☐Pre-K4 ☐K ☐1 ☐2 ☐3 ☐4 ☐5 ☒6 ☒7 ☒8 ☒9 ☒10 ☒11 ☒12

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

(BLUE INK) Signature of Chief Executive Officer of Sponsoring Entity	12/16/2014 Date	Shubham Pandey Printed Name
(BLUE INK) Signature of Application Preparer	Dec 16, 2014 Date	Shubham Pandey Printed Name

With what company is the application preparer associated? Pioneer Technology & Arts Ac Was preparer paid? ☐Yes ☒No

Application Team Member Information

Names, roles, and current employment of all persons on applicant team:

Full Name	Current Job Title and Employer	Position with Proposed School
Shubham Pandey	Administrator of Meadow Oaks Academy	Education Consultant
Betty Hastings	Principal of Stonebrook Academy School	Board Member
Dr Regina Rivera	ER doctor Medical Center Plano	Board Member
Ram Krishnamurthy	Senior Director at Game Stop	Board Member
Pauline Logan	Retired School Administrator & Nutritionist	Board Member
Misty Thorton	School Real Estate Consultant	Board Member
Deependra Chhabra	Administrator of Stonebrook Academy	Education Consultant

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

☐ Yes ☒ No If yes, complete the table below.

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Does this applicant team have new schools or campuses scheduled to open elsewhere in the 2014-15 or 2015-16 school years? ☐ Yes ☒ No If yes, complete the table below.

Proposed School Name	City	State	Opening Date

Does this applicant team have new schools or campuses approved, but scheduled to open in years beyond 2015-16?

☐ Yes ☒ No If yes, complete the table below.

Authorizer	# of Schools	City or Cities	State

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

☒ Seeks approval for multiple campuses under a single charter.

☐ Already operates schools elsewhere in the US.

☐ Will contract or partner with a charter management organization (CMO), management company, or other organization to provide school management services. *If yes, include the provider's portfolio in answering the above questions regarding pending applications and school openings.*

If contracting with a CMO, identify the provider:

☐ This provider currently manages schools in Texas or elsewhere in the US.

If currently managing, please state where:

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Charter Management Organization Information (Optional)	N/A

Once the application is complete and the attachment page numbers have been manually entered on all pages, return to this Table of Contents and key in the corresponding page number for the page where each response begins and for each attachment coversheet. This will ensure that the applicant has provided all of the information required by the Request for Application (RFA).

Texas Education Agency

Generation Twenty Application Contingencies

Sponsoring Entity: **Meadow Oaks Education Foundation**

Proposed School Name: **Pioneer Technology & Arts Academy**

On June 2, 2015, the commissioner of education proposed Pioneer Technology & Arts Academy for charter award. The charter to be **located in Dallas/Fort Worth**, will operate **five campuses**, serving **grades 6 – 12** with a **maximum of 3,550 students** at capacity.

The following contingencies identified by the Division of Charter School Administration during the internal review, must be satisfactorily addressed by September 30, 2015, as stated in the Generation Twenty Open-Enrollment Charter Guidelines and Request for Application (701-14-112). Provide a numbered written response to each item noted below.

1. State the number of instructional days to be offered.
2. Number of instructional hours to be offered in each day.
3. State the maximum student to teacher ratio to be maintained.
4. State the Endorsements to be offered as required in House Bill 5: The Foundation School Program. (Education Plan P. 4)

1412 S Belt Line Rd Mesquite TX 75149
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Email: shubham@ptaaschool.org

PTAA LOVE WHAT YOU LEARN

August 26, 2015

APPROVED DURING CONTINGENCY PROCESS

Rick Salvo, Program Specialist
Division of Charter School Administration
Texas Education Agency
Rick.Salvo@tea.state.tx.us

RE: Pioneer Technology & Arts Academy
Generation Twenty Application Contingencies

Dear Mr. Salvo,

On August 26, 2015, Meadow Oaks Education Foundation received your request for responses to contingencies concerning its Generation Twenty Open Enrollment Charter Application for Pioneer Technology & Arts Academy. Below are the written responses to each.

1. State the number of instructional days to be offered: 177-180 (subject to TEA approved waivers for teacher in-service)

2. Number of instructional hours to be offered in each day. : 6 hours

3. State the maximum student to teacher ratio to be maintained: PTAA shall enroll a maximum 28 and 32 students for each middle school and high school section, respectively. (attachment F2)

4. State the Endorsements to be offered as required in House Bill 5: The Foundation School Program. (Education Plan P. 4)
   The high school will offer following endorsements:
   1. STEM,
   2. Business and Industry, and
   3. Multidisciplinary endorsements
   as well as the Foundation programs

Cordially,

Shubham Pandey, Chairman of the Board
Meadow Oaks Education Foundation

Educational Plan (The response for this section should not exceed six pages in length.)

1. Describe the vision, mission and educational goals of the proposed charter school.
2. Describe the makeup of the anticipated student population. Identify where the students are most likely being educated currently and why they will choose to attend the charter school if awarded.
3. Provide an overview of the instructional design and program to be implemented at the charter school. Include how and why it is believed that this program will be effective in meeting the educational needs of the student population to be served.
4. Provide a general overview of the curricula to be used, to include alignment with the Texas Essential Knowledge and Skills (TEKS).
5. Describe the ways in which the needs of students with special needs will be met.
6. Outline any extra-curricular services/programs to be offered beyond the required curricular offerings, and explain how these activities will improve the quality of the overall educational experience for the students.

TYPE YOUR RESPONSE IN THE NARRATIVE RESPONSE BOX BELOW. IT WILL EXPAND AFTER TABBING OUT OF THE FIELD.

Education Plan

1.What do Leonardo Da Vinci, Ada Lovelace, and Steve Jobs have in common? They each loved the arts and humanities and appreciated the beauty of math and physics. This allowed them to innovate, to create, to change the way human beings experience the world. The mission of Pioneer Technology Arts Academy (PTAA) is to empower and engage students to reach their full potential as global leaders who will enhance their communities and the world through creativity, collaboration and innovation.
The vision of PTAA is to be the leader in global education in Texas within 10 years. We will be respected and admired by our peers. Our instructional model will be sought after and shared, and we will have pride in ourselves. The best teachers will seek to work with us, and people who work here will love what they do and work hard because they want to. Our students will be admitted to and excel at top universities and colleges here and abroad. Staff, students and the community will feel we have contributed to their lives in a positive way.

When ALL of our students recognize their full potential in life, our vision will be realized. By partnering with our students and their families, we will ensure they are not only accepted to college, but that they complete college and graduate. We are committed to keeping all of our students and our mission will be a success only when our students graduate from college and live lives of choice and empowerment.

PTAA has the following goals:
For middle school: (1) All students will score at Level II, College Readiness on STAAR assessments in all subjects on the first administration in grades 6, 7 and 8; (2) 70% of students will score at Level III Advanced on STAAR assessments in reading and math in grades 6, 7, and 8.
For High School: (1) All students will graduate with 12-30 hours of college credit and prepared for postsecondary coursework; (2) 70% will choose STEM fields for college majors.

Three key elements of our educational program will produce these outcomes: (1) Innovative Structured Liberal Arts and STEM/ Technology Blend, (2) Rigorous Inquiry-Based Instruction and Assessment, (3) High Quality Teachers and Sustained Professional Development. These are the cornerstones, the elements that support the school's mission that ALL students will be empowered to reach their full potential in college and the world.

Liberal Arts and STEM Technology Blend

Work has been reshaped by technology and globalization and the vision of PTAA is to provide students the tools and challenges that foster creativity. While this generation of students has never known a world without a cellular phone, research shows there is a gap in online versus offline reading skills. "Skills associated with online reading and comprehension are not being taught in schools." Donald J Leu "The New Literacies of Online Research and Comprehension: Rethinking the Reading Achievement Gap". Dr. Leu's study shows students are weakest in the areas of evaluating reliability of online information and communication, such as emails, and did not do well in critical thinking and problem solving. Students are being taught to write, but not how to use that ability to communicate. Students' ability to use technology is a skill that will communicate their understanding of the real world. More standardized tests are administered online every year and students need these skills to be successful.

The U.S. Dept. of Labor estimates there will be 1.5 million computer science jobs to fill by 2020, and the United States will only be able to produce enough qualified candidates to fill 29% of them. Women and minorities are under-represented in STEM fields. Today,

just 14% of computer science degrees are awarded to women, compared to 37% in 1984, the U.S. Department of Commerce has found. According to 2010 data from the National Science Foundation and the U.S. Census Bureau, underrepresented minorities earned 18.6 percent of total undergraduate degrees from 4-year colleges, but only 16.4 percent of the degrees in science fields and less than 13 percent of degrees in physical sciences and engineering. Clearly there is a need to do more. Early and sustained exposure to STEM will ensure that more young women and minorities pursue and attain college degrees in high demand STEM fields. PTAA's curriculum will be infused with age and developmentally appropriate technology: Chromebooks/tablets/desktops; 6th graders will learn to code and PTAA will adhere to the International Society for Technology in Education (ISTE) Digital Learning Standards (NETS-S, 2007). These include: Creativity and Innovation, Communication and Collaboration, Research and Information Fluency, Critical Thinking, Problem Solving and Decision-making, Digital Citizenship, Technology Operations and Concepts. This will begin in middle school, a pivotal time for students. The counselor will develop individual graduation plans for each student which will be reviewed each semester. Iowa Basic Skills diagnostic tests will be administered to reveal gaps the first weeks of school so remediation can begin early and students stay on track.

Middle school is increasingly seen as crucial to high school and college readiness. The United Way wrapped up a grant program in late 2014 working with 13 cities to develop new tools to engage middle grade students, their families, and volunteer organizations. It encouraged school-community partnerships to use data to build early-warning systems, design interventions to help kids falling off track, offer mentoring programs, and increase awareness to help improve the outcomes of students ages 10-15. "We lose young people in the middle grades, even if they physically drop out in high school, it starts in middle school," said Ayeola Fortune, the director of youth success in education for the United Way Worldwide. At this age, kids are "trapped in their peer culture" and need help envisioning their possible future selves, said Ronald Ferguson, the faculty director of the Achievement Gap Initiative at Harvard University education for the United Way Worldwide. "Focus on Middle Grades Seen as Pivotal to High School and College Readiness." Education Week, December 5, 2014. PTAA will engage students in their futures from the moment they enter 6th grade through college and career information from the school counselor, through the ACT Aspire activities, through participating in science fairs, robotics competitions, and innovating cross- curricular lessons; this will continue through 8th grade when they select their high school pathways.

Restorative Discipline will be used throughout all grade levels to allow students to better understand different points of view, to reduce conflict and bullying, to increase students' feelings of connectedness and to increase their self-confidence in making the right choices. The Restorative Discipline process gives students more opportunities for skill building, cooperation and mutual understanding. This aligns with our mission to empower all students to reach their full potential.

Latin, Spanish, and Mandarin Chinese will be the languages we intend to offer in middle school; Latin provides the root words for all the modern sciences, is the language of law, politics, logic and theology, is the easiest way to learn English grammar, and is the mother tongue of Western Civilization. Spanish and Mandarin Chinese will be taught to provide an understanding of other cultures and a global education. With the right preparation, many of today's students will work for companies that operate and compete in a global marketplace; some may even have opportunities to work overseas themselves. We also recognize that many would be enriched and better prepared to participate in our democracy by learning more about the diverse cultures found in their own communities. A globalized education gives them a generous amount of exposure to the rest of the world, with a goal of equipping them to take advantage of emerging economic opportunities. Over the next decade, it is estimated the demand for college-educated talent will exceed the growth in supply for most of the developed world. India's educated workplace is growing 2% annually, while America's is shrinking 0.8% each year.Sept.22, 2014 Fortune Magazine.

PTAA will seek T-STEM accreditation within four years if awarded a charter. The high school will offer STEM, Business and Industry, and Multidisciplinary endorsements as well as the Foundation program, and 11th and 12th grade students will have the option of selecting an internship in a BRICS nation (Brazil, India, or China). The new alliance of fast- growing economies is called BRICS (Brazil, Russia, India, China and South Africa). Russia and South Africa are not included in internship opportunities at this time due to current political unrest and safety concerns. The primary focus of this program is to challenge and mentor our students with their foreign peers in the fastest-growing economies. In addition to learning culture, language, and business from different countries, the internships will add to the portfolios of high school students for college applications, and allow students to share the American Dream with people in other countries. Internships will also be available in local STEM industries: Sigma Securities(MOU attached) and Raytheon for IT and Fort Worth Alliance Airport (MOUs pending).Students in high school will earn college credits leading to Associate Degrees through several avenues; Advanced Placement (AP) curricular offering will prepare students to earn college credit through proficiency scores on AP exams. Currently, PTAA has a signed Memorandum of Understanding (MOU) with UT Arlington TX, and is working with Concordia University MN and Mayville State University ND to provide dual credit courses to PTAA students and allow students to graduate with an Associate Degree as wells as a High School Diploma. PTAA's goal is to have involvement with several other colleges around the nation to provide a variety of choices to high school students.

Rigorous Inquiry-Based Instruction and Assessment.

Students learn new material more quickly and retain it when teaching and learning are based in examples and contexts that connect

with students' lives. PTAA will use Project Lead the Way (PLTW)'s Gateway Curriculum for middle school which challenges students to solve real-world problems. The STEM focus is cross-curricular and the innovative use of technology is a cornerstone of the PTAA experience. Project -Based- Learning (PBL) with a focus on technology is the method of instructional delivery requiring collaboration, creativity, innovation and hands-on learning. English Language Arts, math, science and social studies will follow a pre-Advanced Placement curriculum aligned with the Texas Essential Knowledge and Skills (TEKS).Online library resources will be supplemented with bookmobile access and each student will have library card. Class sets of novels and non-fiction works will be available.

High Quality Teachers and Sustained Professional Development.

According to research, the quality of instruction in the classroom has twice the impact on student achievement as curriculum, assessment, staff collegiality and community involvement ("Cumulative and Residual Effects of Teachers on Future Student Academic Achievement," Sanders and Rivers, 1996).PTAA will recruit and retain teachers with a passion for creativity and collaboration. We will recruit the smartest teachers with the best cultural fit, people attracted to our ideology, values and purpose. PLTW and STEM-focused professional development with mentors from higher education and industry will increase the toolbox each teacher brings.

Results are the Measure of Success.

No matter how engaging the lesson, there is no teaching if students do not learn. At PTAA, we are committed to a focus on results in order to stay true to our mission. Each day in every classroom, teachers will assess students understanding in daily checks, writing summaries, science projects, and tests. Student outcomes are the focus of PTAA's culture and this will empower our students to excel at the best colleges, to graduate and to become responsible citizens of the world.

2. PTAA will serve students in grades 6-12 who would otherwise attend Mesquite, Royse City, Frisco, Saginaw and Forney Independent School Districts. We anticipate the makeup of the student population will reflect the districts we draw students from. Our target population is the moderate to large percentage of at-risk students: Mesquite (47%), Royse City (32 %), Frisco (17%), Saginaw (37%), and Forney (33%) based on the Texas Education Agency (TEA) database. We will instill college as a goal, an identity, in students now in danger of dropping out of school.

The demographics of these districts reflect diverse student populations made up largely of the following: Mesquite 45% Hispanic, 26% African-American and 26% White; Royse City 65% White and 27% Hispanic; Frisco 54% White, 14% Hispanic 11% African-American; Saginaw 52% White, 32% Hispanic, 11% African-American; Forney 67% White, 19% Hispanic, 12% African-American. Bilingual/ESL student percentages range from 15% at Mesquite to 4 % at Frisco and Forney; Special education enrollment percentages range from 11% at Mesquite to 8% at Royse City, Forney, and Saginaw.

Students will choose to attend PTAA for access to a more rigorous engaging education; they will seek a school whose motto is "Love What You Learn" with a technology-rich, STEM and Liberal Arts blended curriculum that prepares them to graduate from high school with college credits and an Associate Degree aligned to high demand jobs, the opportunity to select an internship abroad, and to excel and graduate from college. PTAA offers small class sizes and high quality instruction so all students reach their potential. Perhaps the greatest indicator of support for our school is the parent response.

3. The PBL curriculum at PTAA will engage students through choice, creativity and innovation. Project Lead the Way's Gateway curriculum is activity, project and problem-based and it inspires a lifelong love of science, technology, engineering, and math. Gateway is divided into eight independent, nine-week units fully aligned with TEKS; it will taught in conjunction with a rigorous academic curriculum. PTAA students are offered exceptional educational teacher-facilitated creative programs where math, science, technology, liberal arts and engineering are taught through hands-on student-initiated projects. , as a community-centered school, will put extra emphasis on Information Technology, Robotics and Computer Science programs through school projects, intra-school seminars, national science programs and several international programs. All IT and Robotic programs will have a fusion of art and animation projects. Two PLTW Gateway units illustrate this-as described by PLTW: Design & Modeling and Automation and Robotics: Students apply the design process to solve problems and understand the influence of creativity and innovation in their lives as they work in teams to design a playground and furniture, capturing research and ideas in their digital notebooks. Using design software, students create a virtual image of their designs and produce a portfolio of their innovative solutions. In the Automation & Robotics unit, students learn the history, development, and influence of automation and through working with mechanical systems, machine automation, energy transfer, and computer control systems. Students design, build, and program real-world objects such as traffic lights, toll booths, and robotic arms. This perfect blend of technology and liberal arts programs is emphasized every step of the way to foster creativity At PTAA, teachers will require students to articulate and justify all choices and well as to predict the outcome before any project is undertaken. The first year, students will make presentations in each of the core subject areas; over the next six

years, students will increase the number of presentations at school and to external panel members, and increase the use of technology for presentations, animation, research, and communication. In a PTAA classrooms, students function as teachers and learners, questions lead to more questions and critical thinking and problem solving become the norm. Students will access webinars and online resources to inform and support projects. Sixth graders will learn coding and create web sites. One of the most important skills PTAA will teach is how to ask a question-the basis of scientific literacy. Nonfiction literature in English class, the use of primary documents in social studies class, literary circles, and mock trials will engage students and produce technologically and scientifically literate students. The ability to work creatively as part of a team is a necessary workplace skill and PBL provides the vehicle for collaborative learning and teamwork. Expressing learning through writing, speaking, reading and presenting will create students who are confident and prepared for to succeed in college and the global marketplace. . PTAA will also arrange community seminars every quarter to highlight the exponential job growth in the respective fields.

4. The curriculum will fully align with State of Texas curriculum requirements/TEKS now in effect or as amended. Students vary in the ways they engage with ideas and skills so teachers must plan lessons that incorporate auditory, visual, and kinesthetic activities to improve retention of material. PTAA teaching staff will ensure lesson plans are mapped to curriculum standards/TEKS through the following planning process: goals are formulated which lead to standards; these are broken into objectives which are then mapped to pacing calendars. Unit critical questions, understandings, and the end of unit assessment is created; from that, weekly assessments. Finally, weekly and daily lesson plans are made. Teachers will develop and implement well- designed lesson plans aligned to TEKS. Grade levels will follow the same scope and sequence and any thematic units; pacing and lesson plans may vary. Lessons will clearly align to TEKS and levels within each unit. All teachers will adhere to the unit plan in terms of TEKS taught to mastery within a given time period Units will include interim assessments to evaluate student mastery. Interim assessments will be aligned to the STAAR content starting in sixth grade. The principal will coordinate assessments through professional development days in which the staff examines assessment results to determine which skills need to be re-taught or remediated and which students need additional support or challenge; Action Plans will be developed based on these data and data from failure reports, PEIMS attendance data, and ACT Aspire results

This system uses the interim results as a tool for constantly renewing our focus on students' progress. Teachers' daily formative assessments will align to the results of this analysis. We will supplement state and school-based assessments with the nationally-normed MAP (Measured Academic Progress) tests twice a year in order to directly compare our student progress to that of other students across the country and assess individual progress toward being college ready. We will also administer surveys to our students, teachers, and parents; these measures will provide a 360 look at the satisfaction and concerns of our stakeholders. A weekly letter from the principal will go home to parents describing the school's progress.

5. The mission of PTAA that that ALL students fulfill their potential. Project based learning (PBL) is an excellent way to differentiate instruction in a classroom, especially when that class includes students of widely different abilities, from the cognitively or developmental disabled to the gifted children. Gifted students will benefit from an accelerated curriculum, ELL/LEP students will benefit from inquiry-based learning and PBL; the emphasis on reasoning in math is seen as beneficial to English Language learners," The more language you use in math classes the more [ELL] students are going to learn, both in math and language,: according to Judith Moschkovitch, a professor of mathematics at the University of California-Santa Cruz. Education Week, Nov. 12, 2014. Special education students who have Individual Education Plans (IEPs) that require accommodations and services will be provided assistive technology and other support and services. PTAA will fully comply with the Individuals with Disabilities Education Act (IDEA), as amended by the Individuals with Disabilities improvement Act of 2004, 20 USC Section 1401, et seq., and state and federal implementing regulations; Section 504 of the Rehabilitation Act of 1973 (Section 504), 29 USC § 794, and implementing regulations; Title 11 of the Americans with Disabilities Act (ADA), 42 USC Sections 12131-12165, as amended; Charter 29, Texas Education Code, and TEA rules; and with controlling opinions of the federal courts. PTAA will provide additional accommodations and services for eligible students as described below.

Upon the identification ("child find") of a student with a potential disability, an admission, review, and dismissal (ARD) committee or 504 Team will be established and the student's records from the prior ISD charter or private school will be reviewed, evaluations will be conducted and PTAA and its ARD Committee will ensure the student receives a Free and Appropriate Public Education (FAPE) and Equal Educational Opportunity in accordance with federal and state law; and where appropriate as a result, an Individual Education Plan (IEP) and/or 504 Plan for the student will be created and put into action.

PTAA will ensure the ARD Committee's/504 Team's compliance legal requirements. Parents of students will be an integral part of the ARD Committee and 504 Team and be involved with and informed of all ARD Committee decisions as required members. PTAA will employ Texas certified special education teachers and other professionals as necessary in accordance with state law and No Child Left Behind (NCLB). The special education teachers and other credentialed professionals will ensure that, as students with special needs are identified and IEP plans are created, the plans are compliant with law and provide FAPE. The Academy will seek out and contract with the special education staff at the Regional Education Service Center, with other LEAs through Co-operatives/Shared Services Arrangements, and with professional service providers to ensure that FAPE is provided and the full continuum is available to

all students with disabilities.

For students who are Limited English Proficient (LEP), PTAA shall provide all required supportive instruction with the goal of full proficiency in the English language and early exit. PTAA shall comply with applicable federal and state laws including Title VI of the Federal Civil Rights Act of 1964 (as amended), the Equal Educational Opportunities Act of 1974, the requirements of Texas Education Code (TEC) Charter 29 Subchapter B, and Title 19 of the Texas Administrative Code (TAC) §§ 89.1201-.1265.

6. The following extracurricular offerings will be available after school at no charge from 3:15 to 6 PM daily-(MOUs attached for personnel):

Sports: basketball, volleyball soccer, swimming

Clubs: robotics, chess, science, gaming, number sense, Science Olympiad.

Choir - MAMTA Mesquite Area Music Teacher Association

Services: Tutoring, homework assistance, PSAT, ACT/SAT TSI prep.
These will be staffed by volunteer personnel who have signed pledges to support the school in this way.
All initial equipment for extracurricular activities will be donated by Meadow Oaks Academy and Stonebrook Academy Elementary School.

The following programs will be offered for nominal monthly fees:

Martial arts: Young White Tiger Martial Arts:

Small group coaching in basketball / volleyball / soccer/ other sports- RISE PROGRAM

Piano lessons and lessons in other musical instruments-MAMTA

Dance-hip hop, ballet, jazz-Stars of Tomorrow

These additions to the educational program add balance to students lives and provide other ways for them to work together to create, innovate, and collaborate. These activities extend the concepts students learn in the classroom, enrich our curriculum and give students other ways to express themselves, to feel engaged, connected, and successful.

Assessment and Evaluation (The response for this section should not exceed two pages in length.)

1. Describe the anticipated standards or measures of student achievement that are expected, to include how the results will be used to improve teaching and learning.
2. State the anticipated results and expectations of the annual standards or measures of student achievement. Describe how successes will be measured.
3. Outline how the proposed curriculum will be evaluated.

TYPE YOUR RESPONSE IN THE NARRATIVE RESPONSE BOX BELOW. IT WILL EXPAND AFTER TABBING OUT OF THE FIELD.

Assessment and Evaluation

1."As early as first grade, factors such as reading below grade level, or racking up more than nine absences a year can greatly increase the odds that s student will eventually drop out of school."(Education Week: Spotlight on Data Strategies for Districts, 2014).

Data reveal root causes, longitudinal problems and allow early interventions that help students to stay on track. At PTAA, our data collection and will be longitudinal, actionable and contextual. Results will be used to evaluate student progress toward formative and summative goals, and progress toward PTAA's goals: that all students score at Level II on STAAR tests and 70% score at Level III.

Before school begins, teachers will access their students' previous performance through a secure web portal to create plans for each student. Data from the diagnostic tests administered the first week of school will add to this. Teachers will see the whole child in context every day; they will use and analyze student data on class and individual performance to create student groups for targeted instruction. Parents and students will be able to access and track progress through secure web portals. Training throughout the year will enable teachers to understand and use data to tailor their instruction to meet the needs of students who are falling behind or who need to be challenged.

PTAA will use pre/post testing, diagnostic and ongoing and vertically aligned formative and summative assessment to inform all decision making and to assess effectiveness of curriculum. The following are some of the standardized, normed assessments to be used:

The Iowa Basic Skills Test will be administered at the beginning of each year to determine grade level achievement and to reveal gaps in skills that need immediate intervention. It will be administered at the end of the year to assess grade level growth in learning.

Measures of Academic Progress (MAP) tests will be given winter and spring; MAP tests are computer administered and scored achievement tests designed to measure growth in student learning for individual students, classrooms, and schools. Tests for mathematics, reading, and language usage will be given to middle school students in grades 6-8, and science will be given in grade 8. These tests yield a national percentile score as well as a growth scale score. MAP is also aligned with the State of Texas Assessments of Academic Readiness (STAAR); a student's MAP score predicts the likelihood (or probability) of meeting the Level II satisfactory standard of STAAR. The Level II STAAR standard is likely prepared for grade advancement whereas a student with a MAP score less than 50% probability of the Level II STAAR standard most likely requires intervention.

ACT Aspire instruments are vertically articulated, standards-based system of assessments to monitor progress in the context of college and career readiness. The summative assessments link to the ACT College Readiness score scale (1-36) in English, math, reading science and writing and is administered paper-pencil or computer based. These track individual student progress toward college readiness from 6th through 12th grade. It instills the identity of college as the goal, from the time a student enters 6th grade at PTAA. ACT Aspire reports also identify potential curriculum gaps, students in need of intervention, and opportunities for teachers to receive professional development.

Benchmark assessments aligned with STAAR content/TEKS will be given twice a year. The pacing charts, unit content, and need to revisit concepts will be determine and changes implemented based on the results. Data will also provide teachers with a way assess curricular resources-which are vetted which are in-house and which are external. It will also provide a way for them to give feedback and ratings on those resources.

Texas English Language Proficiency Assessment of Skills (TELPAS) data will be used to gauge progress toward English language proficiency in reading, writing, speaking and listening.

Annual Assessment, Review Dismissal (ARD) data on special education students will show whether their needs are being adequately met.

Accelerated Reader 360 data allows us to set and monitor individual student goals in reading achievement

2. The data serve no purpose unless they are in the right hands-parents, students, teachers. PTAA will prioritize the development of teacher's data literacy skills so they clearly understand how to use information to benefit students and enhance their teaching

Data on individual students such as attendance grades and course taking can give parents and teachers the ability to see a student's strengths and areas that need attention to help improve student achievement. Ensuring that every student is on a path to success means challenging gifted and talented students to take their learning further, supporting students with special needs so they can grow and thrive, and encouraging students who are sliding by to reach their full potential.

Success will be measured by individual progress toward mastery of grade level standards and progress toward achieving Level II standard, college ready performance, and Level III Advanced. Portfolios with examples of writing to sources and research papers will show progress toward college level skills, by reviewing their individual performance data with the principal, PTAA teachers will continuously improve their own practice. Weekly grade level meetings to analyze and discuss progress reports, PEIMS attendance data, and anecdotal information from advisory/homeroom teachers will allow issues to be identified early and measures implemented to help students succeed. These may include but are not limited to tutoring, supplemental targeted re-teaching, social services and/or medical care referrals. Every 6 weeks, failure rates, attendance data Individual Education Plans (IEPs) for special education students and Individual Graduation Plans (IGPs) for every student will be assessed or sooner as needed. Early warning reports will red flag students most likely to be at risk of failure or dropping out of school and immediate steps will be taken to support those students. The target population for PTAA is at-risk students currently enrolled in area ISDs so it is integral to our mission to use these data effectively. We will ensure that every child has the opportunity to achieve his or her own dream. Data is a tool that lights the way on the path to success. Progress toward college readiness reports from ACT Aspire will show students and parents how far they have come and where they need to go.

For parents and the public, it is important that data be timely, easy to find and understand. The principal will write a newsletter weekly about the school. Web portals, report cards, and parent meetings will allow them to track their children(s) progress over time and give them context in which to make critical decisions about their children(s) future. Quarterly community meetings will provide more transparency.

PTAA's focus on technology-rich environment will allow us to use data specifically; right now we can determine after 10 plays of an X-Box game how we can rank the player and match him or her to the level of challenge. This is next phase of learning. PTAA will be a leader in improving teaching and learning through the use of summary and individual data.

3. We expect instruction to improve and, if it does, we collect evidence. We use the assessments to help measure whether the curriculum is meeting the needs of all learners. We use national, state, and local assessments to determine the efficacy of the curriculum. The national and state results help us look at big-picture trends, while local assessments will help to pinpoint certain areas that may need more attention. When analyzing local data, we look for any concepts where there are low scores for a specific group of students. If this occurs, we reexamine how those concepts are being taught and addressed in the curriculum. The curriculum is the "what," instruction is the "how." Curriculum development is a continuous improvement process informed by data on student achievement. Effective, ongoing, sustained professional development is necessary for a curriculum to deliver learning. Project Lead the Way provides that for PBL; part of the evaluation involves providing more training where needed. STEM designation will add professional development to improve instructional practice.

Community (The response for this section should not exceed two pages in length.)

1. Name the traditional ISD in which the proposed school will be located.
2. Describe the characteristics and population of the community to be served.
3. Outline the needs of the community not being met by the local school district or other area charter schools and describe how the proposed charter will close the gap and meet those needs, to include examples of what will set the charter apart and attract students.

TYPE YOUR RESPONSE IN THE NARRATIVE RESPONSE BOX BELOW. IT WILL EXPAND AFTER TABBING OUT OF THE FIELD.

Community

1. PTAA plans to open first two middle and high school campuses in Mesquite and Royse City respectively. The next three campuses are planned in North Dallas suburbs/cities, West Fort Worth suburbs/cities and North East Dallas suburbs/cities. PTAA plans to do a community survey and use demographic data to find the ideal geographic location for the future three campuses based on community/student need and interest.

2. The City of Mesquite has over 147,491 residents and approximately 39,901 students based on 2014 growth numbers. Additionally, there are 88,000 students in the surrounding districts within 10-12 mile radius, as well as 6,408 student who attend local charter schools within 10 mile radius. Currently, the charter schools in the area do not provide many options for middle and high school students. Also, several of the Mesquite area charter schools have a waiting list which excludes many students without an academic option outside the traditional ISD. We are informed that the charter schools within 10 mile radius of Mesquite that provide middle and high school options all have waiting lists of students seeking admission to a charter school program: A+ Academy, Legacy Preparatory Dallas, Legacy Preparatory Mesquite and Vista Academy Garland have waiting list either in all middle and high school grades, or in several middle and high school grades. PTAA volunteers gathered following information from these charter schools:

- A+ Academy has waiting list in all middle and high school grades.
- Legacy Preparatory (Dallas) goes till 10th grade in year 2014-15. It currently has waiting list in all middle and high school grades except 9th grade. 6th grade has 38 students on waiting list.
- Legacy Preparatory Mesquite goes till 9th grade. 6th-8th grade maintain waiting list.
- Vista Academy Garland goes till 8th grade. 6th-7th grade maintain waiting list.

The community of Royse City has over 14,937 residents and approximately 5,051 students based on 2014 growth numbers. The community of Royse city has seen a growth rate of 250% in the last decade. Additionally, there are 21,760 students in the surrounding districts within a 10-12 mile radius, as well as 141 students attending local charter schools within a 10 mile radius. Currently, there is not a charter school that provides middle and high school options for the city residents, only an Elementary School (Shekinah charter holder). Residents of Royse City need and desire a middle and high school charter option. Royse city, which is growing at a fast pace, would benefit from additional charter school capacity and our proposed charter will provide residents additional educational options outside the local ISD.

3. Community needs:
Community interest generated by surveys and feedback show a huge demand for a charter middle and high school campus near 75149 (Mesquite ISD) and 75189 (Royse City ISD) zip codes. Our two public hearings were attended by 310 high-spirited individuals despite the heavy rainfall/poor weather over the weekend of the public hearings. In addition, PTAA has signatures from parents of 796 students that have committed themselves to PTAA vision and mission if the charter is awarded. We have also generated heavy social media buzz: our Facebook page, only a few weeks old, already has 136 likes and 7 reviews. Events posted on Facebook reached 9,652 people in Royse city community and 8,887 people in Mesquite community. PTAA twitter feeds have 1,179 followers. These communities' members have also pledged 21,500 hours in volunteer service, $52,020 in cash and several goods/personal property for PTAA classrooms. Attachments: F7. The support is overwhelming!

The Mesquite community town hall meetings, online & paper surveys and a public hearing highlighted how a middle and high school charter option will benefit the high percentage of minorities with low to middle socio-economic status living in the area. The Mesquite community has seen a decline in the household income since 2000 census and currently 21% of 25 years and over population is without a high school diploma and only 15% of the population has a college degree. In addition, Mesquite's middle

and high school's currently have some of the lowest ratings in the district. Out of six high school and eight middle schools only one high school and three middle school have academically acceptable ratings. The Mesquite community needs an additional middle and high school charter school to continue to be agents and catalysts for positive change in the community and create graduates that will continue to succeed in college.

The Royse City community town hall meetings, online & paper surveys and a public hearing highlighted the nonexistence of a middle and high school charter outside the traditional ISD. Also, out of one middle and one high school in Royse City and out of three middle and two high schools in neighboring Rockwall city, only 2 are academically acceptable. Royse City parents have continued to show their support for a PTAA middle and high school charter campus through regular events and daily emails.

It is the belief of Pioneer Technology & Arts Academy that both Mesquite and Royse city will benefit greatly from the opening of middle and high School charter campuses. Our STEM program that specializes in fast growing job markets of Information Technology and Robotics will give special advantage to our graduating students. The leadership program, exposes, challenges, and mentors our students with their foreign peers in the fastest growing economies of Brazil, India and China. It will create academically superior graduates who are ready to meet the challenges of global competition. Seven years of language courses in Mandarin, Spanish and Latin foster well rounded multilingual leaders. PTAA will create leaders that are technology savvy, aware of international competition and are multilingual. The PTAA nutritional programs in the classrooms, cafeteria and the community will strive to raise nutrition standards in the Mesquite and Royse City communities. The before and after school programs would provide the support that hard working parents need. These programs are designed for busy parents that would like their students to participate in after school programs in a safe environment. In addition to tutoring and help with homework, students are allowed to pick from several after school programs such as Basketball, Soccer, Baseball, Swim, Martial Arts, Piano, Dance, Technology camps & student activity clubs to keep their education well rounded.

PTAA's highly innovative curriculum and programs will separate it from other charter schools and local ISD's in the area. The intention is to bring to the community an exceptional educational model based on IT & Robotics STEM and give an edge to students through multilingual courses, foreign education experiences and a program that fosters the physical/mental health of every student. This concept as much as research suggests, has not yet been attempted. An open enrollment process will be used to enroll students at PTAA, providing equal access to a quality world-class educational experience to the entire community.

Facilities (The response for this section should not exceed two pages in length.)

1. Provide a description of the proposed facility, to include an explanation of why it is suitable to serve the ages/ grades proposed, including any specialized space if any.
2. Describe any purchase or leasing arrangements and/or construction or renovations that must occur to ensure adequate facilities. Include detailed information about anticipated budget costs and financing arrangements.
3. Outline the student transportation plans.

TYPE YOUR RESPONSE IN THE NARRATIVE RESPONSE BOX BELOW. IT WILL EXPAND AFTER TABBING OUT OF THE FIELD.

Facilities:

While most start-up charter schools struggle with finding and affording adequate facilities, PTAA will have the opportunity and advantage of partnering with PNC Partners LTD. PNC Partners and its owners are highly regarded and respected in the private school education sector. They have developed, built, leased, maintained and through the individual partners, successfully operate two private elementary schools, Meadow Oaks Academy in Mesquite, and Stonebrook Academy in the Royse City area. A PTAA board member Misty Thorton, also a commercial real estate agent with 20 years of leasing experience in educational facilities, will be working directly with the PNC Partners to identify land or facilities for PTAA to consider. Together they will locate, negotiate, finance and construct a middle and high school campus lease in both Mesquite and the Royse City area for PTAA's use. Ms. Thorton will also use her leasing expertise to approve the best possible lease rates for PTAA. All transactions will be negotiated at arms-length and be demonstrably at or below fair market value for PTAA.

PNC Partners has proposed to build and lease all 5 campuses for PTAA, subject to the Board's approval and the Board performing its due diligence to determine if it can find adequate comparable facilities through another method or provider that is more affordable. We anticipate that each campus will be built in a 13-15 acres lot(s) and will provide purpose built Grade-A facilities for Middle and High school students. Proposed cost of each campus will be approximately 12-15 million dollars, which we note is far less than traditional ISDs and many other charter operators spend on new facilities. PNC Partners' track record, having built/acquired over 15 million dollars in education campuses since 2007, demonstrates their ability, and they will leverage their existing current relationships with lenders and investors to build and lease the new campuses for PTAA in an economical and affordable way. PNC Partners have offered to allow PTAA additional flexibility to only lease the portion of the utilized space based on enrollment. This

gives flexibility to PTAA and enables them to have access to more campus space, or less, if school enrollment warrants it. Attached F8 shows two site plans; first for Year 1 & 2, and second for Year 3 onwards.

Year 1 and Year 2 Plan

PTAA with the help of Ms. Thorton and PNC have preliminarily identified four different proposed areas in Mesquite and three different areas in Royse City that currently provide enough acreage to build Middle and High School Campuses. PNC proposes to acquire and finalize these sites for PTAA as soon as the charter is awarded. Preliminary plans are that PNC (or another developer if due diligence warrants) will initially add up to 34 portable Units (68 portable classrooms of 420 square feet) and 12 large portable rooms of 864 square foot for electives and administration for the year 1 and year 2. Please see attachment F8 for Year 1 and 2 plans.

Portable space areas will include:

4 Sections of 6th -8th grade	Robotics Lab
3 Section of 9th-12th grade	Science Lab
3 Resource rooms	Library
2 Self Contained classrooms	Dance/Music
1 Mainstream room	Piano
2 Additional Special Ed rooms	Cafeteria
4 Inside PE areas	Administrative Offices

Year 3 onwards plan

PNC will build the campus for PTAA on acquired land. Campus will be completed by Year 3. The proposed finished square footage will be as follows:

High School Campus: 34,700 SF	Middle School Campus: 33,700 SF
High School Gym: 14,922 SF	Cafeteria: 12,000 SF
Total Area: 95,322 SF	Attachment F8 shows year 3 plan..

The middle and high school campus will be a high tech campus with smart boards in all classrooms. Teachers will have a choice to record the contents out of their smart boards and upload them online for students and parents to review at home. New campus will also have the following new areas in addition to the classrooms that will substitute portable space:

High School Gymnasium	Olympic Size Pool
Fully functional cafeteria	Nutrition Labs
Dormitories for 96 foreign exchange students	Field for Soccer, Lacrosse and Hockey
Track area for PE	Softball Diamond

2. Purchase and Leasing Requirement

The financial plan shows the leasing cost for the first two years. Year three, post construction lease cost will be determined after doing the market survey in year three and with board approval. However, an estimated cost has been added in the financial plan based on the current availability. The proposed campus of portables in Year 1 and Year 2 will be planned, constructed, renovated and equipped by PNC. They have completed similar classroom portables in Royse City during school construction projects and PNC will use their expertise to provide a well-equipped portable campus on time for Year 1. There will be enough space to add portables as needed to ensure adequate facilities for the Year 1 and 2.

3. Transportation Plan

PTAA will also have access to 1 School bus (71 passenger), 1 Mini bus(21 passenger) and 2 vans(14 passenger) leased, at no charge from Meadow Oaks Academy and Stonebrook Academy for the first 5 years of usage without charges. PTAA will be responsible to maintain these buses, without incurring lease charges. This will reduce the startup cost and will provide necessary transportation for

students in the first 5 years. PTAA will use this transportation for field trips, special education needs and other transportation. PTAA will not provide student transportation to and from school, except as required by student IEP or 504 Plans. However, PTAA will locate its campuses in proximity to students, in convenient areas for parent transportation, public transportation and work with coordinating parent carpooling.

Students (The response for this section should not exceed two pages in length.)

1. Outline goals for students and describe methods used to measure success toward each goal.
2. Describe the proposed charter school's admissions and enrollment policies, including advertising and recruitment plans, and how the receipt of applications beyond the maximum enrollment will be addressed.
3. Specify the proposed charter school's anticipated date of opening, and briefly describe the proposed school calendar and school day schedule, including the number of instructional hours provided per day.

TYPE YOUR RESPONSE IN THE NARRATIVE RESPONSE BOX BELOW. IT WILL EXPAND AFTER TABBING OUT OF THE FIELD.

Response to Prompt 1:

PTAA has adopted the following goals for each student:

Goal 1) All students(including special populations and subgroups) will score at Level II, College Readiness, on STAAR assessments in all subjects on the first administration in grades 6, 7 and 8; (2) 70% of students will score at Level III Advanced on STAAR assessments in reading and math in grades 6, 7 and 8.

Goal 2) All students will graduate with 12-30 hours of college credit and prepared for postsecondary coursework; (2) 70% will choose STEM fields for college majors.

To facilitate these goals, PTAA has the following objectives:

A. Students will achieve at least one grade level's learning growth each school year in math and literacy (reading, writing).

B. Students whose first language is not English will make annual progress towards proficiency and fluency in English speaking, reading, writing and listening.

C .Students with disabilities, gifted, or with language proficiency concerns will be provided appropriate individualized instruction and services.

D. Individual student needs-academic, social, emotional, developmental-will be adequately met.

E. Struggling students will be identified early and effective interventions implemented

PTAA believes that scores students receive on standardized tests administered in schools are strongly predictive of later life outcomes that are of great value to those students and society. How much students learn in school makes a big difference in their lives, and standardized tests capture valid information on this. The fundamental purpose of schools is student learning; valid estimates of learning can be derived from formative, summative and annual tests.

PTAA will use the following methods to measure success toward each goal:

Middle school

Tests and quizzes, performance assessments in PBL, portfolios of research papers and essays that demonstrate writing to sources, standardized state assessments, transcript grades, progress reports, ACT Aspire College Readiness assessment growth, portfolios of student writing-to-source papers, Accelerated Reader360 progress reports, progress toward English proficiency as measured on TELPAS testing, failure reports, Individual Graduation Plan progress, IEPs and ARD results, MAP tests, Iowa Basic Skills pre and posttests, attendance, program retention rates, participation in after school activities, and results from student surveys will be used to make changes to improve student learning and success and ensure alignment with the mission. Grade level teams will meet weekly to analyze data and create Action Plans that incorporate results of this analysis; the principal will coordinate whole campus data tracking every six weeks. As data are available, they will be given to teachers within 48 hours. At the end of the first semester,

analysis of data will drive needed curricular changes, interventions, and professional development. Middle school achievement is critical to success in high school and college.

High School

In addition to the methods and schedule outlined above, PTAA will use results from PSAT, ACT and SAT tests, standardized End of Course assessments, digital projects, Advanced Placement exam results, foreign language proficiency test results, TSI test results, portfolios of student writing-to-source papers, completion of dual-credit courses, completion of internships, transcripts showing progress toward chosen endorsement, and results from student surveys. The STEM focus of the school is data-driven: the use of critical thinking, Socratic questioning, and problem solving in a collaborative environment allows teachers to work as a team to make sure each student succeeds.

Response to Prompt 2:

Please reference attachment E-3 for PTAA's admissions and enrollment policy. In accordance with state and federal law, PTAA will provide all applicant students an equal educational opportunity to seek admission. PTAA does not discriminate in its admissions or enrollment practices based on race, religion, gender, national origin, disability, academic or artistic ability, district of residence or protected class. In accordance with Dept. of Education non-regulatory guidance and the TEA's General Counsel's advisories on admissions and enrollment, PTAA's recruitment efforts will be broad and seek to reach every segment of the communities we serve. If more applications are received than seats available, PTAA will conduct a lottery as required by law. PTAA will be open enrollment. We will seek to backfill seats from an active waiting list and should a seat open up during the school year. Recruitment efforts will include digital, and print media, meetings with civic organizations, parent organizations, child care facilities, private elementary schools, youth sports organizations, youth clubs (including but not limited to scouting organizations, YMCA, campfire, boys and girls club, Big Brothers Big Sisters), church organizations, home schooling groups, Pre-K programs, and also more direct recruiting through open houses, school fairs, block walking, etc.

Response to Prompt 3:

PTAA, if awarded a charter, will open its first campus in August of 2016 for the 2016-17 school year. An official school calendar will be Board approved and submitted to TEA. PTAA intends for the calendar to provide for 177 to 180 days of instruction (subject to TEA approved waivers for teacher in-service). Each school day will provide students with 6 hours of instruction. Grading periods will be every 6-weeks. School will start at 8:00AM and end at 3:15PM depending on grade level.

Faculty and Staff (The response for this section should not exceed three pages in length.)

1. Describe the process to be used to identify, recruit, and hire highly qualified and properly certified teachers.
2. Describe the process to be used to identify, recruit, and hire individuals who will lead the school from an administrative level beginning with the superintendent.
3. Describe the process to be used to identify, recruit, and hire individuals with the expertise necessary to serve all other roles to be filled as the proposed charter grows to capacity in year five.
4. Outline the evaluation procedures and criteria to be used when evaluating both educators and administrators.
5. Provide the professional development opportunities that will be offered to faculty, staff, and administrators of the proposed charter.

TYPE YOUR RESPONSE IN THE NARRATIVE RESPONSE BOX BELOW. IT WILL EXPAND AFTER TABBING OUT OF THE FIELD.

Faculty and Staff

1. Great content attracts great people, and it encourages the people who are creating it to stick around. Our content-PTAA's mission

and vison- is our most powerful recruiting tool. Our web site will have links to current openings for highly qualified and properly certified teachers. Because we have a pre-AP and STEM curriculum, we will seek teachers certified in their subjects: math teachers to teach math; English teachers to teach English, etc. instead of Generalists. Teachers certified in their subjects bring the depth necessary for inquiry-based instruction. PTAA teachers must have extensive subject knowledge and integrate STEM pedagogy and PBL in their classrooms. All teachers will be ESL certified in rotation: the first year, ELA teachers will be certified, the next year math teachers, etc.

The Superintendent will oversee selection of all staff in accordance with Commissioner's Rules for non-delegable duties of the CEO. The school will employ teachers that are highly qualified or certified where required by Texas law. Specifically, Bilingual/ESL and Special Education teachers will be certified. PTAA, in consultation with its legal counsel, will ensure compliance with EEOC Guidelines and Texas Labor Code requirements applicable to charter schools.

A robust assessment process follows a sequence of steps. We believe that the first is to select a small number of individuals to conduct the interviews and check references. We believe it is more important to choose the right assessors than to focus on the assessment technique. The best interviewers are deeply familiar with the range of experience and skills the position requires and are sufficiently self-confident to look for the best possible candidates, even those they may see as more talented than themselves. They are good listeners. The superintendent and two volunteers: one an experienced teacher in the subject area being hired and the other a board or community member who is not an educator.

Open positions will be posted and advertised on various teacher recruiting forums and websites, on the school web site and Facebook page, and in local newspapers. This will be an All-Points Bulletin to attract the best candidates. Job fairs will be held as needed. We will start the process by posting on the school web site and FB page upon being awarded a charter and indicate we are hiring for the fall of 2016. In the winter of 2015 or early in 2016, we will post and advertise on all media to align with ISD rehiring cycles. All available positions will be linked to the school's website which will clearly state the duties, responsibilities and requirements for each position and the experience needed. Applications will be reviewed and qualified candidates interviewed by the Superintendent and the committee. We will also seek to announce available positions to employees at existing charter schools who may be facing loss of employment due to closure of schools.

A Behavioral Events Interview will take place in which committee members ask candidates to describe specific experiences they've had that are similar to situations they'll be facing in teaching at PTAA. Questions such as, "Tell us about a time you had to think on your feet." "When you walk into a high performing teacher's classroom, what is the first thing you notice?" "Tell us about a time you had to work under an intense deadline."

During the interview, we look for key traits in a candidate: (1) Motivation- they aspire to big, collective goals and invest in getting better at everything they do; (2) Curiosity-they seek new experiences and are open to learning and change;(3) Insight-they can gather and make sense of new information that suggests new possibilities;(4) Engagement-they connect with people using logic and emotion; and (5) Determination-they fight for difficult goals and bounce back from adversity. Their responses to the questions tell us whether their past reveals the competencies we are looking for. After the interview, committee members discuss the results and come to consensus. Thorough reference checks fill out the picture. All recommendations will go to the board which has final authority.

Besides financial compensation, we believe it is important that the Superintendent shares his passion for the school and the teaching position with the candidate, by expressing a sincere interest in the subject and the person, and by genuinely understanding the candidate's motivation, concerns, and the long term fit with the school. He will also discuss the opportunities and challenges inherent in the position.

The Superintendent will make all other administrative hiring decisions in accordance with non-delegable duties of the office. All principals will have, at a minimum, college degrees as required by Texas law.

PTAA will seek administrators-principals and others, who are passionate about the vision of the school. The Superintendent leads the mission; the other administrators are in charge of executing the vision of the school as stated in the Ed Plan: that PTAA will be the leader in global education in Texas within 10 years. We will be respected and admired by our peers. Our instructional model will be sought after and shared, and we will have pride in ourselves. The best teachers will seek to work with us, and people who work here will love what they and work hard because they want to. Our students will be admitted to and excel at top universities and colleges here and abroad. Staff, students and the community will feel we have contributed to their lives in a positive way.

Principals and other administrators execute the vison by supporting the teachers with data that informs their instruction, with professional development that supports improves their teaching, with technology and tools to adequately perform their duties and with feedback that improves their instruction.

Recruiting and selecting administrators will follow a similar protocol to that for hiring teachers. Qualified candidates will be assessed with a three step process: questionnaires, a face-to-face Behavioral Events Interview with a three-teacher panel, and a final interview

with the Superintendent.

Periodic reviews will help identify those in our school who are particularly adept at assessing candidates. Rewarding assessors (and, conversely, holding them accountable) for the quality of their evaluations will motivate them to improve next time.

3. Identifying, recruiting and hiring will be and ongoing process at PTAA; a school that is not focused on new personnel has decided not to focus on new growth. In our hiring, we will seek to reflect the diversity in our students and of the communities in which our schools are located. Each member of the school from the PEIMS data person to the food service staff to the custodians, teachers and administrators forms a team intent on carrying out the school's mission. It is the team culture that creates success. As our school grows, we will work with community partners to hire the best candidates for each position. Our digital presence will remain a strong tool and our content will be our greatest attraction.

4. PTAA will use a comprehensive evaluation and appraisal system for teachers and administrators. We plan to evaluate the work Region 13 ESC is doing, developing a new standard for teacher evaluation and appraisal, but the Board will ultimately adopt an appropriate and research-based instrument that strongly correlates with meaningful improvement. One of the most effective tools to improve teacher performance is videotaping the lessons. In this way, teachers are able to observe themselves and get an objective look at their instructional effectiveness. All teachers will receive ongoing training in Restorative Discipline, data literacy, Project Lead the Way professional development, and STEM based professional development. PTAA will seek T-STEM accreditation within four years if awarded a charter. STEM accreditation has separate ongoing annual Professional Development requirements to maintain certification. Advanced Placement teachers will also undergo regular professional development their fields. Specialized trainers will be utilized for the Board and Administration on charter school operations, fiduciary duties, finance and accounting, governance, student rights and other Commissioner Rule training requirements. All teachers and administrators will receive specialized training on Special Ed/504 rights of students, ELL training, and specific training annually on child abuse reporting and safety of our students in accordance with State law.

Retention

Retention of teachers remains a challenge for charter schools; the annual teacher turnover is two to three times higher than that of ISDs. PTAA is committed to hiring and retaining successful staff.

Retention begins when a new teacher is hired. Each new hire will be assigned a mentor, a veteran of the school's culture who can serve as a valuable reality check until the newcomer becomes fully culturally literate. Strong potential mentors will be identified and commitments secured before a new hire is brought on board. The mentor's role should be understood to be ongoing, not just a quick "buddy" fix to make the newcomer feel at home. We will check in several times during the first year to ask these questions: Is the new teacher getting adequate support? Is he or she developing the right relationships within the school? Does the new administrator understand the school's model? Is there evidence of progress? In the absence of regularly scheduled check-ins, a new hire might be reluctant to ask for help, for fear of losing face. Mentors will be trained to give feedback and handle difficult conversations appropriately—that is, to be coaches rather than cheerleaders.

As a school with a STEM focus and PBL model, we will offer teachers common planning time to collaborate, the opportunity to create and deliver cross-curricular lessons and to peer-review each other's work as critical friends. Teachers will have a strong voice in the decision-making for the school. We will have a third party administer online surveys at the mid-point and end of each school year to better understand and address culture and employment issues. The results will be reported in aggregate and shared with the staff, the parents and the board. Our goal is to create a culture where teachers want to work, where their voices are valued, and where they are empowered. When a teacher leaves the school, exit interviews will be conducted and data kept on file.
In addition to evaluating newly hired personnel, we will try to find out what happened to the other finalists. Though it's hard to tell how the candidates who were not hired might have fared had they come on board, it's still instructive to see how well they're performing in their current roles relative to the candidate who got the job. The comparison will either give us confidence in our decision or give us pause.

5. Ongoing, sustained professional development will be offered to faculty in order that the Project Based Learning be implemented, Project Lead the Way will provide initial and ongoing teacher training; STEM training will be developed through STEM centers; Restorative Discipline training will take place annually though ESC 13; digital literacy training will be offered to faculty every year. The

Regional Service Center, Charter School Network and other qualified trainers will provide training to administrators. Professional development training will take place for all staff on student data privacy rights, sexual harassment, child abuse reporting, and district policies.

Online anonymous staff surveys given twice a year, incident reports, formative and summative assessment results, parent and student surveys-all these will contribute feedback/data on the effectiveness and amount of professional development offered.

School /Governing Board (The response for this section should not exceed two pages in length.)

1. List the sponsoring entity board members and their roles on the board. Include any past or current charter school experience and any strengths or experiences each individual brings to the proposed charter.
2. Describe the staffing and governance structure of the proposed charter school.

TYPE YOUR RESPONSE IN THE NARRATIVE RESPONSE BOX BELOW. IT WILL EXPAND AFTER TABBING OUT OF THE FIELD.

Governing Board:

The PTAA steering committee has researched, interviewed and selected, over a 15 months period, a diversified charter holder board for Pioneer Technology & Art Institute. Each member of the board has shown enthusiasm and passion for PTAA mission and vision statement and their selection was based on community involvement, past charter experience, education experience, qualifications and credentials.

The sponsoring entity board is comprised of five main board members. Board members together are responsible for governance, performance, success, accountability and financial solvency of PTAA School. They are committed to be fiduciaries to the students and state of Texas and upholding the public's trust. The board consists of the following volunteers:

Betty Hastings, MA (President): 18 years of education experience as Principal, Administrator and Teacher. Her Principal/Administrator experience is in Charter and Private schools. Ms. Hastings also wrote a GT program for the charter school. In addition, she has worked with a group that applied and successfully got their charter granted. Ms. Hastings has also started a private school which was rated number one for several years in the city of Mesquite. She will be directly involved in BE/ESL program, curriculum selections, special education, teachers training programs and classroom methodologies.

Ram Krishnamurthy, MBA, MS, PE (Vice President/Treasurer): With his MS in Industrial Engineering from Auburn University and MBA from Georgia State University, Mr. Krishnamurthy is a dynamic leader with more than 18 years of experience and a track record of growing revenue, boosting profitability and improving performance. Expert in identifying and resolving operational inefficiencies to impact revenues and improve profitability. Skilled in building relationships, leading teams, and communicating effectively. He also has been passionate about contributing to society and specifically in the field of education. He currently supports eVidyaloka.org which is a technology platform through which anyone with knowledge of a subject can sign up to teach kids in rural India via video conference. He has also volunteered for organizations like Habitat for Humanity and Kaboom (playgrounds for kids). He is an effective board member and will oversee as board liaison, the Robotics/ Technology program, financial accounting and compliance requirements at PTAA charter school, and will continue his contribution to help improve the education system.

Pauline Logan (Secretary): Ms. Logan is an exceptional leader with close to 60 years of experience in education that includes Public, Private and Preschool sectors as an administrator, teacher and private school proprietor. There are not many hats she has not worn in the primary and secondary education sector. She has been implementing nutrition programs for students in classrooms since the 1990s. She is a strong believer of PTAA philosophy that healthier kids are more focused in classroom, portray better behavior, perform better on test & assessments, are absent less and exhibit more self-confidence. Mrs. Logan will be directly involved in School Nutrition program, curriculum selections, leadership programs and community awareness.

Dr. Regina Rivera, MD: As an ER Doctor and a mother of two children, Dr. Rivera is very interested in the education of all children and improving the opportunities for future productive adults. She is heavily involved in her community and lead several community awareness programs on student education choices, youth fitness and Youth nutrition. She will be directly engaged in STEM curriculum selection, health & nutrition programs, language programs and sports programs.

Misty Thorton: Ms. Thorton is an experienced commercial real estate agent that specializes in leasing and buying of schools in Dallas/ Fort Worth area. In addition, she does training, seminar and consulting for several preschools in entire state of Texas. As an education entrepreneur she also owns and manages educational facilities in Dallas area. She will be directly engaged in leasing of campus buildings, assisting in construction process and overseeing the training program.

In addition to main board member PTAA also has several advisory board members that will be able to assist the main board members.

Advisors (non-voting/non-fiduciary advisors):

Dr. William Maley, PhD: Dr. Maley is a Director of Asia-Pacific College of Diplomacy for Australian National University (ANU Australia). He is an Advisory Board member of the Liechtenstein Institute at Princeton University. He is also a Barrister of the High Court of Australia, Vice-President of the Refugee Council of Australia, and a member of the Australian Committee of the Council for Security Cooperation in the Asia Pacific (CSCAP). He is a member of the Editorial Board of the journal Global Responsibility to Protect. He has over 100 books and publication to his name, is multilingual and has successfully run a Foreign exchange student program for 20 years from over 15 countries. PTAA board will use his expertise to run Language and Foreign exchange programs.

Nancy Albright: Ms. Albright has 25 year in Education as Principal and teacher of a successful private school. She will assist the main board in curriculum selection and classroom methodologies.

Dr. Brent Sasley, PhD: Dr. Sasley is an Associate Professor of Political Science at UT Arlington. He will assist the main board in college credit programs for PTAA high school students. PTAA currently has MOU signed with UT Arlington that allows PTAA students upon charter approval, to take college credits from UT Arlington.

Dr. Anthony Rivera, MD: Dr. Rivera is an ER doctor at Medical Center McKinney. He will assist main board with STEM curriculum choices.

Dr. Hossein Zamanian, EdD: Dr. Zamanian is a CPA who will assist main board with financial questions. Mr. Zamanian also has his Doctorate in Education.

Mr. Joseph Hoffer, JD: Mr. Hoffer and his law firm are General Counsel to PTAA. His firm provides legal services to the majority of Texas' best and highest performing charter schools.

Organization Chart:

See attachment G.2

The board will retain full responsibility for all duties specified by commissioner rule, including responsibility for selecting, interviewing, hiring and terminating Superintendent, and all other non-delegable duties. The Board is independent with no conflicts of interest with any third parties PTAA may do business with.

Additional duties that the school board will be responsible for are: Student and school performance, student attendance reporting, BE/ESL requirement, all reporting requirements including PEIMS, student performance, auditing and compliance with GAAP and administrative practices.

Financial Information (The response for this section should not exceed three pages in length.)

1. Describe the anticipated expenses that will be incurred during budget year zero, prior to the first day of serving students and the source of funding that will be utilized to meet those expenses.
2. Indicate the total amount and source of funds, property, or other resources expected to be available in budget years zero through five, through banks, lending institutions, corporations, foundations, grants, etc. Indicate which are already secured and which are anticipated. (Include evidence of firm commitments if possible). Detail plans for meeting financial needs if the anticipated revenues are not received or are lower than the estimated budget.
3. If applicable, list the services that will be outsourced to a management company or other service provider, such as back office, food services, and transportation as required by statute, gifted and talented, and English language learners, etc. Include information about each provider.

TYPE YOUR RESPONSE IN THE NARRATIVE RESPONSE BOX BELOW. IT WILL EXPAND AFTER TABBING OUT OF THE FIELD.

Expenses Incurred in Year Zero:

1. Pioneer Technology & Arts Academy (PTAA) anticipates the following expenses prior to its first day of serving students and in year 0 (year 0 is defined as the period starting February 2015 to July 2016).

• Classroom computers that will be Chrome books/tablets/desktops for total of: $36,000.00 cost in year 0.

• Library online resources that provide access to a vast array of scholarly resources and services to meet the information needs of the PTAA students and serves as a center of discovery, exchange, and advancement of ideas. Resources include: Discovery Education Streaming, Digital Bookmobile and Google Book Search Library.

• Discover Education Streaming: $500.00 cost in year zero for Digital Medial Resource Subscription. Year 1 cost $2,200 includes Discovery Plus, Discovery Middle School Science resource.

• Digital Bookmobile: $200 cost in year zero for first visit and $2,400 thereafter.

• Google Book Search Library: $0 cost in year zero. Over 7 million books, many with previews and some with full text online. Also, include links directing students to online bookstores where students are given choices of libraries where they can borrow the books from.

• PE Equipment: $1,000.00 cost in year zero. Donations from elementary school Meadow Oaks Academy and Stonebrook Academy will cover cost of any additional equipment that is necessary for basketball, volleyball, soccer, baseball, karate, track equipment in Year zero. Service pledges from community members will be also be used to move the equipment, and mark and erect any posts and track lines.

• Extra-Curricular activities: $500.00 cost in year zero. Donations from elementary school Meadow Oaks Academy and Stonebrook Academy will be used to furnish piano, dance and music equipment in year 0.

• Office Expense: $0 cost in year 0. Donations from elementary school Meadow Oaks Academy and Stonebrook Academy will be used to furnish office space, telephone lines and office supplies in year 0.

• Student exchange programs: $0 cost in year zero. PTAA has created several education programs to several BRICS nations (Brazil, India, China) at middle and high school level. The primary focus of this program is to expose, challenge and mentor our students with their foreign peers in the fastest growing economies. This will be a net neutral program. Cost will be incurred by visiting students. Board will pick a boarding-specialist entity to provide boarding program for these students.

• Language Program: $4,000 visa immigration fees cost in year zero. PTAA plans to offer Mandarin, Spanish and Latin courses at each aptitude level to give a competitive edge to the students. Latin helps in comprehension of various global languages and, knowledge of English, Spanish and Mandarin together give exceptional advantage to our future leaders at college level and at a global level. PTAA has accounted for H-1B visa fees in case a quality Mandarin applicant is not received during staffing interviews.

• Curriculum and Assessment cost: $1,400 cost in year zero. PTAA will use Project Lead the Way (PLTW) (STEM curriculum in the first year) and ACT Aspire (program for student assessment). In year zero, PTAA will incur costs that include registration and professional development for PLTW curriculum. In year one, PTAA will incur education and curriculum expenses that include $4,600 for PLTW, general supplies and robotics supplies and $6,000.00 for the ACT Aspire assessment that includes the online and paper

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August 24, 2015

VIA ELECTRONIC MAIL: RITA.BUNTON@TEA.TEXAS.GOV

Ms. Rita Bunton
Division of Financial Compliance
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

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RE: Financial Contingencies

Dear Ms. Bunton:

We received and reviewed your memorandum dated April 15, 2015, disclosing your observations and related questions pertaining to the Generation Twenty Open-Enrollment Charter Application filed by Meadow Oaks Education Foundation (Meadow Oaks) in which it proposed the opening of an open-enrollment charter school, Pioneer Technology & Arts Academy (PTAA). In this letter, we provide the information requested in by the Texas Education Agency (TEA).

1. BUSINESS OPERATIONS.

Below, we address your comments, inquiries and requests concerning Meadow Oaks current business operations.

1.1. Current Operations.

In your memorandum, you inquired and requested:

> "What are the current business operations of the sponsoring entity, Meadow Oaks Education Foundation, such as a private daycare, private school, public daycare or other non-charter activities? If so, please provide a detailed description of the non-charter operations."

Response. As may be observed on Attachment G2 to the Generation Twenty Open-Enrollment Charter Application (Charter Application), Meadow Oaks was incorporated with an effective date of March 18, 2014. As may be further observed on Attachment F2 and F4 to the Charter Application, Meadow Oaks activities have been limited to fundraising efforts. Thus, since its inception, Meadow Oaks has not been engaged in any enterprise other than its corporate formation, fundraising and application for an open-enrollment charter.

1.2. Future Operations.

In your memorandum, you inquired and requested:

> "Does Meadow Oaks Education Foundation dba PTAA have any plans to begin operating any non-charter programs in the next two years? If so, please provide

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> a detailed description of the non-charter programs that Legacy intends to operate."

Response. Although definitive plans have not been formulated, Meadow Oaks is contemplating the following non-charter activities:

(a) Education scholarships for private schools;[1]
(b) Education grants for private schools;
(c) International education and scholarship program for exchange students; and
(d) Curriculum program(s) for education institutions.

At present, Meadow Oaks has not undertaken work for these pursuits. In the event that Meadow Oaks embarks on the non-charter activities described above, or other related endeavors, Meadow Oaks shall, in accordance with applicable law and rule, adopt, implement and maintain discrete, distinct and separate accounts and accounting, auditing, budgeting, reporting and recordkeeping systems for the management and operation of the proposed charter school and its non-charter activities.

2. STUDENT ATTENDANCE ACCOUNTING SOFTWARE.

We address your comments, inquiries and requests concerning Meadow Oaks student attendance accounting software as discussed below.

2.1. Student Attendance Accounting Software.

In your memorandum, you inquired:

> "What is the name of the student attendance accounting software that PTAA will use?"

Response. Understanding the critical nature of student attendance accounting software to the accurate and complete recording and reporting of student attendance, enrollment and special program participation, Meadow Oaks is currently performing its due diligence review of said software. To this end, we are meeting software vendor representatives for TxEIS, Skyward and WebSmart[2] to discuss costs and mutual contractual responsibilities. We are also arranging for demonstrations of the capabilities, deliverables and system specifications of each software program. Once we have all the necessary information, Meadow Oaks will compare each system against the other to ensure that the requirements promulgated by TEA in the Student Attendance Accounting Handbook and PEIMS Data Standards are adequately addressed to facilitate compliance and the accurate reporting of student data.

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1 Here, we refer to Meadow Oaks Academy and Stonebrook Academy.
2 As you are likely aware, TxEIS and Skyward are state-sponsored student information systems. Although not state-sponsored, WebSmart is widely used by open-enrollment charter schools.

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2.2. Software Capabilities.

In your memorandum, you inquired:

> "What are the capabilities of the student attendance accounting software?"

Response. Although Meadow Oaks has not selected a specific software program, we nonetheless believe that the software program selected will ultimately conform to TEA specifications and requirements being that two – TxEIS and Skyward – are state-sponsored student information systems and the third – WebSmart – is widely used by open-enrollment charter schools. Based upon advice and counsel, Meadow Oaks does not intend or plan to utilize any other student attendance accounting software.

2.3. Funding for Software Purchase.

In your memorandum, you inquired and requested:

> "What funds will be used to purchase the software? Please update the financial plan workbook by disclosing the estimated cost of the software."

Response. At this time, Meadow Oaks does not have a reasonably accurate estimated cost of the software because it is still evaluating each software program and has not begun discussions or negotiations with the respective vendors. Nonetheless, Meadow Oaks will negotiate favorable payment terms with the selected software vendor[3] such that the PTAA will acquire and use the software while deferring the cost to its inaugural school year. In this manner, Meadow Oaks contemplates utilizing state funds to pay for the software's cost during its inaugural year and reduce the outflow of its limited financial resources prior to the start of the school year. In the event that favorable terms cannot be negotiated, Meadow Oaks will utilize its existing reserves or line of credit, as disclosed in Attachment F2 and F4 to the Charter Application. In the event that the line of credit is used, Meadow Oaks will repay the debt using state funds.

3. AUDIT REPORT.

In your memorandum, you inquired and requested:

> "Please resubmit the required three statements with the signature of the chair of the sponsoring entity and the chief financial officer of the sponsoring entity. In addition, the document must be notarized."

Response. On page 8 to the Generation Twenty Open-Enrollment Charter Application Instructions and Guidelines, we observe the following requirement:

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[3] In this regards, the Texas Computer Cooperative, through Region 10 Education Service Center, and JR[3] Education Associates, LP have indicated a willingness to agree to favorable payment terms.

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> "**Attachment F4** – provide a copy of the most recent unqualified audit report. Use the format provided in the most recent version of the Financial Accountability System Resource Guide, Special Supplement-Charter Schools (Module 10) found at http://www.tea.state.tx.us/index4.aspx?id=1222.
>
> For organizations less than one year old: If an audit report is not available, provide an unaudited financial report that includes a statement of financial position, a statement of activity, and a cash flow statement (inception to date)."

Because TEA's charter application instructions and guidelines did not require the preparation and inclusion of a notarized statement signed by the chair and chief financial officer of the sponsoring entity, Meadow Oaks did not provide it. Nonetheless, enclosed as Exhibit A is a notarized statement signed by the President and Vice President/Treasurer[4] of the Board of Directors (Board) and the related unaudited records of financial position, activities and cash flow.

4. IRS FILING.

In your memorandum, you requested:

> "Please submit a copy of the most recent IRS Form 990 or 990-N, because the January 15, 2015, filing date has passed."

Response. For the period ended August 31, 2014, Meadow Oaks did not have annual gross receipts of $50,000 or more. Accordingly, as may be observed on Exhibit B enclosed herewith, Meadow Oaks filed Form 990-N (e-Postcard). Although seemingly incongruent, the unaudited records at Attachment F4, as resubmitted at Exhibit A, include the period September 1, 2014, through December 31, 2014, whereas Form 990-N pertained to the period ended August 31, 2014. The amounts disclosed on the unaudited records were received after August 31st and, consequently, are not reflected on Form 990-N.

5. DOCUMENTATION OF SOURCES OF FUNDING.

In your memorandum, you inquired and requested:

> "Does PTAA have a written agreement with Meadow Oaks Academy and Stonebrook Academy concerning the goods and services that will be provided? If so, please provide a copy of the written agreements. If the written agreements cannot be provided the costs will need to be included in the Startup budget."

Response. Please refer to Exhibit C and D enclosed herewith.

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[4] As noted in Attachment F2 to the Charter Application, PTAA will not employ a chief financial officer or business manager but will instead seek to employ or contract with a qualified person or organization to provide chief financial officer services in an efficient and affordable manner.

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6. DOCUMENTATION FOR IN-KIND PLEDGES.

In your memorandum, you requested:

> "Please submit copies of valid pledge forms."

Response. On page 8 to Generation Twenty Open-Enrollment Charter Application Instructions and Guidelines, we observe the following requirement:

> "**Attachment F7** – provide evidence of support from intended community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts. ***Do not provide petitions, meeting sign-in sheets, or other materials that violate the public disclosure policy.***"
>
> (***Emphasis*** added.)

Nonetheless, refer to Exhibit E enclosed herewith.[5]

7. BUDGET NARRATIVE.

We address your comments and inquiries concerning Meadow Oaks chief financial officer as discussed below.

7.1. Chief Financial Officer.

In your memorandum, you inquired:

> "Please explain the methodology that was used to determine that a CFO or business manager would not be hired as personnel staff for the charter school?"

Response. Neither state law nor rule require that Meadow Oaks employ a chief financial officer or business manager. Moreover, many public schools, notably charter schools assisted by management companies or charter management organizations, and private enterprises contract or outsource for the services provided by an individual in such a position. In the present case Meadow Oaks opted to outsource its business office function because it decided that contracting an independent, third-party might afford it the benefit of the services of a qualified professional(s) at a reasonably lower cost. Also, Meadow Oaks determined that this option would enable it to scale up its business office function in a relatively short period of time. If Meadow Oaks determines that this arrangement is not in its best interest or that of its students, it will recruit and hire a suitably qualified professional with the requisite credentials and experience necessary to direct, manage and supervise the business office function. Nonetheless, Meadow Oaks anticipates that it will continuously evaluate its need to employ a chief financial officer or business manager and related accounting personnel.

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[5] Please note that Exhibit E includes unredacted information that may violate public disclosure policy. However, this information is provided pursuant to TEA directive.

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7.2. Daily Management of Finances.

In your memorandum, you inquired:

> "Who will manage and monitor the charter school's finances on a day-to-day basis?"

Response. At this time Meadow Oaks has not identified a suitably qualified financial services provider but will utilize a procurement process that considers the qualifications of the contractor to ensure that PTAA receives the benefit of an experienced and qualified professional(s).

7.3. Attendance at Board Meetings.

In your memorandum, you inquired:

> "Will the "qualified person" that is contracted attend each board meeting?"

Response. Yes.

8. START-UP BUDGET.

We address your comments, inquiries and requests concerning Meadow Oaks start-up budget as discussed below.

8.1. Lines of Credit; Pledged Contributions.

In your memorandum, you requested:

> "Please remove the pledged contributions and all lines of credit revenues from each tab that they are disclosed on in the financial plan workbook."

Response: See Exhibit F, Projected Start-Up Budget/Operating Plan for Initial Charter Period.[6]

8.2. Memorandums of Understanding.

In your memorandum, you inquired and requested:

> "Does PTAA have a written agreement with the aforementioned schools that discloses the Meadow Oak Academy's and Stonebrook's Academy's pledge to fund office and telephone expenses? If so, please provide copies of the written agreement(s). If not, the costs need to be included in the Start-up budget."

Response. Please refer to Exhibit D enclosed herewith.

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[6] Meadow Oaks did not include any amounts for line of credit and pledged contributions in its original charter application.

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8.3. Staff Development.

In your memorandum, you inquired and requested:

> "Where will the funds be derived to conduct staff development during the startup period? All costs associated with staff development during the start-up period must be included in the budget. Please review the start-up budget and if funds will be expended on staff development please include those costs in the start-up budget."

Response. Currently, Shubham Pandey is the Certified Lead Teacher in Project Lead The Way (PLTW) Launch at Meadow Oaks Academy and Stonebrook Academy. At his expense and as a contribution to PTAA, Mr. Pandey will receive the requisite training to become the Certified Lead Teacher in PLTW Gateway. As the in-house subject matter expert, Mr. Pandey will subsequently train PTAA teachers on PLTW Launch and PLTW Gateway at no cost to PTAA.

Personnel responsible for student attendance accounting and other related administrative tasks will receive training through the contract(s) with the respective vendor. As discussed above, Meadow Oaks intends to negotiate a contractual arrangement with its student attendance accounting software provider and any other service providers that defers any initial or start-up costs until after the commencement of PTAA's first academic year.

During the start-up period and for at least the first semester of PTAA's inaugural year, Board members will provide training, in school policy and procedures, Science, Technology, Engineering and Mathematics cross curriculum, monitoring and reporting student performance, scaffolding, lesson planning, managing classroom behavior, crisis management, supervising educational aides, student nutrition and other essential instructional and instructionally-related activities. Board members will provide the training described above at no cost and as a contribution to PTAA.

In addition to the above professional development, Meadow Oaks will utilize the training services available from Region 10 Education Service Center (ESC 10). However, Meadow Oaks does not anticipate that the costs for ESC 10 training will be incurred until after the start of PTAA's first school year.

In the event that additional staff development is needed beyond that described above, Meadow Oaks will utilize its initial cash reserves and/or line of credit disclosed in the Financial Information section and Attachments F2, F3 and F7 of the Charter Application.

8.4. Instructional Materials and Supplies.

In your memorandum, you inquired and requested:

> "Will any of the aforementioned items be purchased in the initial start-up period? If so, please include the costs in the start-up budget."

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Response. As disclosed on Attachment F1 to the Charter Application, an ordering and procurement team will be established to acquire classroom furniture, computer technology, playground equipment, textbooks, classroom resources and other materials and supplies during the period of October 2015 through July 2016. At present, our intent is to research and competitively procure, as appropriate and deemed beneficial, the aforementioned items, including instructional materials and supplies. However, we plan to purchase these items in June or July 2016 for delivery in July or August 2016. Thus, Meadow Oaks does not anticipate receiving and paying the related invoice costs until August 2016 and thereafter. Accordingly, Meadow Oaks included these costs in its inaugural year budget.[7]

Our comments above notwithstanding, Meadow Oaks is actively seeking and applying for private grants to provide supplemental instructional materials and supplies to PTAA. Additionally, Meadow Oaks anticipates applying for federal grants to acquire additional instructional materials and supplies. However, Meadow Oaks did not include these potential revenues (funds) and the related costs for which they are intended in the Financial Plan at Attachment F3 of the Charter Application since it has not received any grants for this purpose.

As a stopgap measure, Meadow Oaks will seek the contribution of instructional materials and supplies from Meadow Oaks Academy and Stonebrook Academy.[8]

8.5. Administration.

In your memorandum, you requested:

> "Please review the start-up budget and if funds will be expended on the administrative costs please include those costs in the start-up budget."

Response. PTAA does not have any plans to hire any administrative staff during the start-up period. Instead, the PTAA Founder and Board members will perform administrative tasks as appropriate and necessary. Additionally, PTAA will utilize volunteers to assist. Refer to the pledged hours of service included in Attachment F7 to the Charter Application.

8.6. Change in Net Assets Deficiency.

In your memorandum, you requested:

> "Please review the dollar amounts disclosed on the cash flow tab and make the necessary adjustments so that the charter school does not have a projected

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7 As disclosed on Attachment F3 to the Charter Application, Meadow Oaks defined its start-up period as February 2016 through July 2016. Refer to the Project Start-Up Budget/Operating Plan for Initial Charter Period section of the Cash Flow worksheet in Attachment F3. Subsequent school years, as opposed to fiscal years, are based on the August to July academic calendar typically observed by public schools generally.

8 Currently, Meadow Oaks Academy and Stonebrook Academy have tacitly agreed to provide instructional materials and supplies in the event other resources cannot be secured.

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> negative "net operating income" for the months disclosed in the first year of operations of the charter school."

Response. As disclosed on the ending cash balance line item on the Project Start-Up Budget/Operating Plan for Initial Charter Period section of the Cash Flow worksheet in Attachment F3 to the Charter Application, Meadow Oaks anticipates using the contribution of $255,246 that it received, see Wells Fargo statement included in Attachment F7, to fund its start-up operations. By way of comparison, independent school districts will similarly use their fund balance and cash reserves to offset operational deficits and losses, particularly during periods of reduced state funding. Also, Meadow Oaks projected a deficit in "Net Operating Income" for the period March 2016 through July 2016 because it already received the very contribution revenue that it would use to offset the very expenses that it projects will result in an operation deficit for each month. Stated differently, Meadow Oaks did not amortize or otherwise allocate its contribution revenue to each month but instead recognized all of the revenue in the first month. Thus, Meadow Oaks believes that its proposed use of contribution revenue is within the norm of established public school practice, reasonably conforms to generally accepted accounting principles, and aligns with the original intent of having solicited and received a monetary donation.

9. BUDGET FOR INITIAL CHARTER PERIOD.

We address your comments, inquiries and requests concerning Meadow Oaks budget for the charter initial period of operations as discussed below.

9.1. Change in Net Assets Deficiency.

In your memorandum, you requested:

> "Please review the 5-Year budget tab in the financial plan workbook and make the necessary adjustments to ensure the charter school does not experience a negative "net operating income" during year one of the budget."

Response. As discussed in Section 8.6 above, Meadow Oaks anticipated that it would incur operational losses during its start-up period and inaugural year. As also discussed in Section 8.6, Meadow Oaks solicited and received a monetary donation of $255,246. See Wells Fargo statement included in Attachment F7 to the Charter Application. Meadow Oaks will utilize this donation to offset against PTAA's operational losses, such as those disclosed on the Year One Projected Budget/Operating Plan for Initial Charter Period section of the Cash Flow worksheet included in Attachment F3 to the Charter Application. Although TEA's apprehension over net asset deficiencies is understandable, Meadow Oaks, like many a public school, has with cautious and conservative forethought and purpose planned to incur operational losses. However, as may be observed on the Projected Budget/Operating Plan for Initial Charter Period (*i.e.*, five year budget worksheet) included in Attachment F3, Meadow Oaks anticipates that these operational losses will only be temporary and that PTAA will experience surpluses in net assets and cash flow to enable it to develop and grow as discussed in the charter application.

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P: 9722856895 X 222 F: 9722857647
Email: shubham@ptaaschool.org

APPROVED DURING CONTINGENCY PROCESS

For the reasons discussed above and at Section 8.6, Meadow Oaks believes that its proposed use of contribution revenue is within the norm of established public school practice, reasonably conforms to generally accepted accounting principles, and aligns with the original intent of having solicited and received a monetary donation.

9.2. Staff Travel.

In your memorandum, you inquired and requested:

> "Will staff members be required to travel for training or other charter school business? If so, please update the 5-Year budget with the estimated staff travel costs."

Response. Although modest in size, Meadow Oaks included $6,000 for staff travel on the Revenue and Expense Assumptions worksheet in Attachment F3 to the Charter Application. At present, Meadow Oaks does not anticipate or plan on incurring a higher cost.

9.3. Local Contributions.

In your memorandum, you inquired:

> "Please explain why the local contributions are expected to decrease each year?"

Response. As may be observed on the Letters of Support included in Exhibit E enclosed herewith, PTAA received pledged monetary contributions varying in duration and period of time. For example, one donor pledged a monthly monetary contribution of $10.00 from January 1, 2015 to December 31, 2015. Another donor pledged $50.00 per month from May 2015 through May 2016. Yet another donor promised to contribute $500.00 per year from 2015 to 2018. This same information was disclosed in Attachment F7 to the Charter Application. Notably, Meadow Oaks summarized its pledged contributions on a schedule, Listing of Pledged Contributions, included in Attachment F7. You may observe on the Listing of Pledged Contributions that the percent change was included on the Revenue and Expense Assumptions worksheet in Attachment F3.[9]

9.4. Teacher Retirement System of Texas Contributions.

In your memorandum, you requested:

> "Please include the required TRS contribution that the charter school is required to pay."

Response. As set forth in Section 825.4041 of the Texas Government Code, we amended Attachment F3 to include employer contributions to the Teacher Retirement System of Texas (TRS) for new TRS members. At present, PTAA anticipates employing the majority of its

[9] Refer to the Total Local & Other Revenues line item.

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APPROVED DURING CONTINGENCY PROCESS

personnel from existing public schools. Accordingly, the estimated TRS contribution for new members is 0.42% of the total salaries reported. Additionally, we amended Attachment F3 to include PTAA's TRS-Care contribution of 0.55% of TRS-eligible salaries. Refer to amended Revenue and Expenses Assumptions, amended Projected Budget/Operating Plan for Initial Charter Period (five-year budget) and amended Year One Projected Budget/Operating Plan for Initial Charter Period (cash flow) worksheets enclosed as Exhibits G, H and Exhibit I, respectively.

9.5. Staff Recruitment.

In your memorandum, you requested:

> "Please explain the methodology for allocating an excessive dollar amount for staff recruitment. If this is an error, please update the 5-Year budget with the correct estimated costs that will be incurred for staff recruitment."

Response. As may be observed on the Revenue and Expense Assumptions worksheet included in Attachment F3 to the Charter Application, the initial cost for staff recruitment activities was estimated at $4,000. Thereafter, Meadow Oaks increased the estimated cost by the same percent increase in personnel. For instance, from 2016 (Year 1) to 2017 (Year 2), Meadow Oaks anticipates increasing its full-time equivalents (FTEs) by 195%, or 78 FTEs divided by 40 FTEs. Although the use of this approach is reasonable, Meadow Oaks nonetheless concedes that the estimated staff recruitment expenses for Year 4 (i.e., 2019) and Year 5 (*i.e.*, 2020) of $80,246 and $202,810, respectively, are high and do not necessarily reflect the original intent of the proposed use of funds. Accordingly, Meadow Oaks reduced these expenses by approximately 29.73% and 61.58%, respectively. Refer to amended Revenue and Expenses Assumptions and amended Projected Budget/Operating Plan for Initial Charter Period (five-year budget) worksheets enclosed as Exhibits G and H, respectively.

10. CONTRACTED SERVICES.

In your memorandum, you requested:

> "Has PTAA contracted with any organizations to provide payroll, financial accounting, tax accounting, legal services, special education or food services for the charter school? If so, please provide a copy of the executed contracts."

Response. Meadow Oaks has not formalized any business arrangement for payroll, financial accounting, tax accounting, legal services, special education or food services and, in fact, is still considering and evaluating the various service providers available.

11. IN CLOSING.

We are grateful for the opportunity to address the various inquiries and requests presented by you through the charter contingencies provided. We are especially thankful to Yolanda Walker, Manager of Financial Accountability, for the additional time of five (5) business days within

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which to prepare this response. We are hopeful that our replies have satisfactorily addressed your concerns. Meadow Oaks and PTAA look forward to the first day of school and a long and collegial relationship with TEA.

Thank you for the attention and time that you have given to our charter application. If you require additional information, please contact me.

Respectfully Submitted,

Shubham Pandey
Founder

APPROVED DURING CONTINGENCY PROCESS

Enclosures (9)

cc: Yolanda Walker, Manager of Financial Accountability, TEA Division of Financial Compliance
Heather Mauzé, Director, TEA Division of Charter School Administration
Meadow Oaks Education Foundation Board of Directors

version assessments.

Total Year 0 cost is: $43,600.00

Meadow Oaks Education Foundation (MOEF) dba PTAA currently has a balance of $255,246.10 in a Wells Fargo checking account that may be used for any startup cost incurred in year 0. See Attachment F7.

2. PTAA has secured the following resources for year 0 through year 5:

- MOEF dba PTAA currently has a balance of $255,246.10 in Wells Fargo checking account. See Attachment F7.
- Meadow Oaks Academy has secured a credit line of $99,708.65 which will be used by PTAA. See Attachment F7.
- Stonebrook Academy has secured a credit line of $50,000.00 which will be used by PTAA. See Attachment F7.
- Total cash pledges of $52,020 were also received from the community members. See Attachment F7.

In addition, PTAA also anticipates the following resources for year 0 through year 5 that will help PTAA address its building and space needs in year 0.

- For year 1 and year 2, PTAA has signed an MOU with PNC Partners that will give the PTAA choice to lease portable classroom campuses without incurring any cost outside the monthly leasing cost budgeted in for year 1. All expenses related to acquiring land, preparatory work for portable space, acquiring portables, transport and setup of portables, connecting utilities, and finishing classrooms will be incurred by PNC Partners in years 0, 1 and 2. See Attachment F8.
- PTAA will also have the option to lease a new, modern campus with approval from the PTAA board. This facility will be built by PNC partners in year 3. Attachment F8.

Collectively, the $255,246.10 currently maintained by MOEF in a Wells Fargo checking account, combined line of credit of $149,708.65 and pledged monetary donations from community members of $52,020 will be utilized if anticipated revenues are not received or are lower than the estimated budget. Additionally, PTAA will implement the following measures to reduce cost if anticipated revenues are not received or are lower than the estimated budget:

- PTAA will only lease a portion of the utilized space based on enrollment. This action not only gives flexibility to PTAA and enables it to have access to more campus space, if school enrollment warrants it, but it also allows PTAA to reduce its campus space and save on lease cost if enrollment is low.
- PTAA will hire staff, including subject teachers, elective teachers and teacher assistants, in direct proportion to student enrollment. PTAA will be able to scale back on staff hiring if anticipated revenue is not received due to lower than anticipated enrollment.
- PTAA will hire consultants on short-term basis instead of permanent staff to reduce personnel costs if anticipated revenues are not received due to lower than anticipated enrollment.

3. In the event a committee of experienced school curriculum coordinators that specialize in STEM, robotics, leadership, multidisciplinary, multilingual, advance placement, Bilingual Education/ESL and Special Education cannot be recruited, the PTAA Board and CEO/Superintendent may appoint an outside consultant curriculum committee for the first two years of the charter's operation as a contingency plan. The CEO/Superintendent will solicit a proposal from multiple service providers and and present a recommendation to the PTAA board for its consideration. In Attachment F3, PTAA included an expense of 2% (Education Service) for the cost of purchasing a curriculum for years 1 through 5.

PTAA will contract with JR3 Education Associates or another comparable software provider each year for financial accounting needs. The experience and expertise provided by this provider will enable PTAA to address legal and operational requirements for human resources, accounts receivable, accounts payable, grants management, payroll, purchasing, tax reporting and budget management. PTAA will use these organizations to maintain a set of financial records that conform with TEA policies and state and federal

regulations.

At this time, PTAA will outsource food services to an external, third-party service provider that is knowledgeable of state and federal child nutrition requirements, meets the school's procurement requirements and provides a cost efficient service.

For its first five years of operation, PTAA will have one 71 passenger school bus, one 21 passenger mini-bus and two 14 passenger vans. PTAA will lease these vehicles from Meadow Oaks Academy and Stonebrook Academy at no cost to the school. However, PTAA will be responsible for maintaining these buses. Nonetheless, this assistance will reduce the school's start-up costs and will provide necessary transportation for students years 1 through 5. We will observe that PTAA will use these vehicles for field trips and to meet the needs of its special education students.

Attachment A1

Applicant Information Session Documentation

Texas Education Agency
Division of Charter School Administration

Generation 20 Applicant Information Session Registration Form

This form should be saved locally and must be completed using Adobe Acrobat. Preview, the default program for working with PDF files on a Mac, will not work correctly. The completed form should be submitted as an attachment to charterapplication@tea.state.tx.us.

Attendance by one governing board member of the sponsoring entity is required to attend one of the two sessions. Proof of attendance will be provided to attendees for inclusion as attachment A1 in the submitted application.

Each session will provide details about applying for and holding a charter in the state of Texas, the contents of the RFA, the application preparation guidelines and submission requirements for both electronic and hard copy application documents.

Paper copies of the RFA will NOT be made available.

Proposed Charter School Name: Pioneer Technology & Arts Academy

Sponsoring Entity Name: Meadow Oaks Education Foundation

Application Contact Name: Shubham Pandey

Title/Role: Director

Email: shubham@meadowoaksacademy.com Phone: 972-285-6895

Board Member Attending: Shubham Pandey SP

Board Member Attending: Dee Chhabra DC

Board Member Attending: Betty Hastings BH

Board Member Attending:

Board Member Attending:

Date of Session: ☒ Thursday, December 4, 2014, 9:00 a.m. - 1:00 p.m.

☐ Friday, December 19, 2014, 9:00 a.m. - 1:00 p.m.

RECD DEC -4 AM 11:22

Submit the completed form at least 24 hours prior to the session indicated above to charterapplication@tea.state.tx.us.

If you have any questions about the sessions or registration, please contact Rick Salvo at 512-463-9789 or rick.salvo@tea.state.tx.us.

Attachment A2

Published Notice of Public Hearing

AFFIDAVIT OF PUBLICATION

STATE OF TEXAS

COUNTY OF DALLAS

Before me, a Notary Public in and for Dallas County, this day personally appeared David Ferster, Advertising Representative for the The Dallas Morning News, being duly sworn by oath, states the attached advertisement of:

SCHULMAN, LOPEZ & HOFFER LLP

as published in the The Dallas Morning News on:

December 07, 2014

(David Ferster)

Sworn to and subscribed before me this December 08, 2014

(Notary Public)

LYNDA F BLACK
My Commission Expires
May 27, 2017

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Sat and Sun, December 6th and 7th • 9:30am - 5pm

Combination of 3 households. Owners moving to the traditional. Furniture, large wine cooler, antique console table, oriental rugs, silver, Waterford, office furn, costume jewelry, 3 year old front load washer/dryer. Deep freeze, outdoor furn, kitchen & garage miscellaneous.

See: www.RuthTaylorEstateSales.com

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World Wide Auction has been commissioned to liquidate at public auction Deco-Dence Fine Home Furniture FEATURING: Antique Cars, Vintage Art Deco Furniture, Dinning Table, Chairs, End Tables, Coffee Tables, Couches, Chairs, Iron Lawn Furniture, Assorted Home Décor and so Much More. NOTICE: Everything must be removed on date specified.
*Auction Preview: Wednesday December 10th 11am-to-3pm
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2 LOTS PER MIN
*Auction Pick-Up: Friday & Saturday
December 12th & 13th 11am -to- 5pm
ONLINE AUCTION ONLY
Your invoice will be emailed at the conclusion of the auction. A 15% BP is added to all sales & everything is bought AS IS/ WHERE IS. Cash Visa MasterCards Only
Phillip Hodges TXLC 17406

AUTOMATION CONTROLS AUCTION
Public Online Auction
http://worldwideauctiongroup.com
Auction Ends WEDNESDAY
DEC. 3RD 10am Online 2 lots per minute
ACS WAREHOUSE 2028 Midlake Lane
Rockwall TX 75032
ACS has commissioned World Wide Auction to liquidate a wide variety of high end controls tools and industrial equipment. This online auction is set to End Wednesday December 3rd at a rate of 2 lots per min.
Terms: Cash, Visa and MasterCard Only. There is an 15% Buyers Premium added to all sales. And 2.5 convenience fee on all CC Questions, please call 972-672-8725. We hope to see you at auction
Preview: Tuesday December 2nd 10-2 only
Auction Ends: Wednesday December 3rd 2014 - Stating at 10am at a FAST rate of 2 lots per minute
Pickup: Thursday December 4th 9am-5pm only.
Call Guy Hodges 972-672-8725.

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LEGAL BIDS & NOTICES

- Bankruptcy, Court Sales
- Bids and Proposals
- Legal Notices

Bids & Proposals

Bartlett Cocke General Contractors, Construction Manager-at-Risk, for the **Greenville ISD Package 1 - Multi-Campus Renovations: Crockett Elem, Lamar Elem, Carver Elem, Houston Education Center, and LD Waters Early Childhood Center** is requesting Competitive Proposals from subcontractors and suppliers for the additions and renovation work at the campuses. Proposals will be received via FAX to 972-247-1039 or email to **bidnix@bartlettcocke.com no later than 2:00 PM on December 18, 2014.** Any proposal received after this time will not be accepted.

Subcontractors are invited to attend a site visit for this projects: December 9, 2014, 9-10 AM at Greenville ISD Administration Bldg., 4004 Moulton, Greenville, Tx.

Proposal Documents may be obtained from Bartlett Cocke or viewed at Associated General Contractors, Builders Exchange of Texas, FW Dodge Corp, ISqFt, or the Bartlett Cocke's Farmers Branch office. Please contact Scott Oates at soates@bartlettcocke.com or Chris Johnson at cjohnson@bartlettcocke.com or call either at (214) 451-0755 to make arrangements.

Bids & Proposals

DFW Airport Concessions Opportunities

THE DALLAS/FORT WORTH INTERNATIONAL AIRPORT will receive sealed Proposals for 20 Concessions Opportunities in Terminals D, B and E, including Duty Free, Premium Specialty Retail, Mediterranean Grill, 4 unique experiential bars, Spa and News/Convenience/Coffee. The in-terminal Concessions Request for Proposals is available online at www.dfwairport.com/opportunities.

The Pre-Proposal Conference for these opportunities will be Tuesday, December 9, 2014, at the Hyatt Regency DFW (adjacent to Terminal C) from 1:00 pm - 4:00 pm. Parking and admission are free.

Proposals are due March 2, 2015, at 2:00 PM CST. The Duty Free and Premium Retail proposals are due April 2, 2015, at 2:00 PM CST.

Location for Proposal Submittal: Airport Headquarters, Procurement and Materials Management Department, First Floor, 2400 Aviation Drive, DFW Airport, TX 75261.

INVITATION FOR BID
Project No. TX15-ENG(C)-01; Sealed bids will be received by the Texas Military Department until 2 PM Central Time, Thursday, February 12, 2015 at Camp Mabry Headquarters, Building 11, 2nd Floor, Austin , Texas 78703 for the Terrell Readiness Center Roof Replacement - located at 1316 W Moore, Lions Club Park, Terrell, Texas 75160-2302. Government estimate is $331,544.00. ALL BIDDERS MUST BE PRE-QUALIFIED TO BID ON THIS PROJECT. The deadline to submit completed pre-qualification documents is 4:00 PM, Thursday, January 8, 2015. Contractor Pre-Qualifications, Plans, and Specs may be obtained by contacting Price Consulting, Inc. at (281) 209-1724 on or before Tuesday, December 22, 2014. Once a bidder has been Pre-Qualified the bid package will be released. A Pre-Bid conference will be held at 10:00 AM, Thursday, January 29, 2015 at, 1316 W Moore, Lions Club Park, Terrell, Texas 75160-2302. Additional information is available at: http://esbd.cpa.state.tx.us

INVITATION FOR BID
Project No. TX15-ENG(C)-02; Sealed bids will be received by the Texas Military Department until 2 PM Central Time, Thursday, February 12, 2015 at, Camp Mabry

Bids & Proposals | Bids & Proposals | Bids & Proposals

Purchasing Department November 30, 2014

The Dallas Independent School District ("District") is soliciting Competitive Sealed Proposals ("CSP") from qualified sources relative to the provision of the following Request For Competitive Sealed Proposals ("RCSP"). This procurement is part of the 2008 Bond Program.

To obtain the RCSP documents, download instructions from the Bond Program website http://www.dallasisd2008bond.org/ .On the 2008 Bond Program Website, click on the "Vendor Opportunities & Requirements" tab; scroll down to locate the RCSP documents. The RCSP documents contain the necessary information to submit a CSP to the District, including construction documents, selection criteria, estimated budget, project scope, schedule, and other information that contractors may require to respond to the request.

Please return the "Intention to Propose" form (Specification Section 00 11 17) to the Bond Program Manager listed on the form.

BP#	Description	Closing	Buyers
112	Org 005 Moises E. Molina, High School-Mechanical Renovations	01/06/2015	DM

A pre-proposal meeting will be held Wednesday, December 10th, 2014 at 2:00 p.m. at Molina High School, 2355 Duncanville Road, Dallas, Texas, 75211 for all interested parties. This meeting is not mandatory, but information discussed will be very helpful in preparation of the proposal.

All general contractors and sub-contractors are encouraged to attend this meeting. Contractors will meet A/E(s) and PM at each school to start site tours. The first site tour will take place immediately following the pre-proposal conference. The following is the schedule for all site tours:

School ORG #	School Name	Time	School Address and Location of Meeting
005	Moises E. Molina	2:30 P.M.	2355 Duncanville Rd. Dallas, TX 75211

2008 Bond Program construction procurements must be physically delivered to the Construction Services office, at 3801 Herschel Ave, Dallas, TX 75219. (Call 972.925.7200 for directions). Delivery to other locations will result in rejection of a CSP.

Completed CSP Package Part 1-A, 1-B and 1-C are due on Tuesday, January 6th, 2015 at 2:00 PM (local time);

Completed CSP Package Part 2 is due on Wednesday, January 7th, 2015 at 2:00 PM (local time);

Any materials received after the respective closing dates / times will not be considered.

The District will open and read the names of the proposers and prices submitted in responsive CSPs beginning at 2:00 P.M. upon submittal of Part 1-A, 1-B, 1-C of the Package, in the main conference room at the Construction Services office, at 3801 Herschel Ave, Dallas, TX 75219. No further information will be publicly released until after the date the Agenda is publicized for the Board of Trustees briefing.

The right is reserved to reject any or all bids, proposals, CSPs or statements of qualification and to waive technicalities.

The Dallas Independent School District is committed to the ideals of equal opportunity in all its business endeavors.

The Dallas Independent School District's 2008 Bond Program has a 30% Minority and Women-Owned Business Enterprise (M/WBE) construction goal.

Bids & Proposals

stated bid opening location or viewed / downloaded from DFW International Airport website at dfwairport.com or by calling 972-973-5600.

BID NOTICE

THE DALLAS-FORT WORTH INTERNATIONAL AIRPORT is accepting separate sealed bids for the following items at the herein stated bid opening location until the bid/proposal due date and time stated below, when they will be publicly opened and read aloud.

SOLICITATION: 7006158 - Bottled Water
BID DUE DATE AND TIME: Tuesday,

UT Southwestern Medical Center
West Campus Phase 1 Demolition Drawings & Enabling Projects Rebid
Vaughn Project No. 2115-01
UTSW Project No. 303-711

Vaughn Construction, CM @ Risk, is requesting sealed proposals for UT Southwestern Medical Center - West Campus Phase 1 Bid Package 1 - Enabling Projects.

Competitive Sealed Proposals for: Roofing, Waterproofing, Painting, Fire Suppression. Sealed proposals will be received by Vaughn Construction at the Vaughn Office (9160 Sterling St., Ste. 100, Irving, TX 75063) between the hours of 9:00 AM - 2:00 PM Local Time on **Thursday, December 18, 2014.**

The Request for Proposals may be viewed at the following location(s):

ISqFt - On-line plan room - http://www.isqft.com. (By invitation only)
AGC - DFW 11101 - Stemmons Freeway - Dallas, TX 75229
AGC : Fort Worth - 417 Fulton Street Fort Worth, TX 76104
Black Contractors Association - 1409 South Lamar St., Ste. 251, Dallas, TX 75215
DFW Minority Business Development Council, Inc. - 8828 N. Stemmons Freeway, St. 550

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NOTICE: All items must be removed on date specified.
*Auction Preview: Wednesday December 10th 11a-to-3p
*Auction Ends: Thursday December 11th; 10:00 AM
2 LOTS PER MIN
*Auction Pick-Up: Friday & Saturday
December 12th & 13th 11am -to- 5pm
ONLINE AUCTION ONLY
Your invoice will be emailed at the conclusion of the auction. A 15% BP is added to all sales & everything is bought AS IS / WHERE IS. Cash, Visa & MasterCards Only. Phillip Hodges TXLC 17406

Legal Notices

NOTICE OF PUBLIC HEARING

Meadow Oaks Education Foundation Board of Directors will conduct an informational meeting for the public on December 14, 2014 at 2:00pm at Meadow Oaks Gymnasium, Meadow Oaks Academy, 1412 S Belt Line Rd, Mesquite, Texas 75149 to provide details of a proposed public open-enrollment charter school named Pioneer Technology & Arts Academy that would be located in the Dallas/Fort Worth Metropolitan area and surrounding counties. Participants will hear a presentation that explains the proposal and will have an opportunity to ask questions about the proposed school. If approved, classes would begin in the fall of 2016. The members of the school board are Pauline Logan, Regina Rivera, Betty Hastings, Ram Krishnamurthy, Misty Thorton and Neelam Khullar.

Legal Notices

NOTICE OF PUBLIC HEARING

Meadow Oaks Education Foundation Board of Directors will conduct an informational meeting for the public on December 13, 2014 at 3:00pm at Stonebrook Learning Center, 3200 FM 548 S., Royse City, Texas 75189 to provide details of a proposed public open-enrollment charter school named Pioneer Technology & Arts Academy that would be located in the Dallas/Fort Worth Metropolitan area and surrounding counties. Participants will hear a presentation that explains the proposal and will have an opportunity to ask questions about the proposed school. If approved, classes would begin in the fall of 2016. The members of the school board are Pauline Logan, Regina Rivera, Betty Hastings, Ram Krishnamurthy, Misty Thorton and Neelam Khullar.

LoneStarAuctioneers.com

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Impounded & Abandoned Vehicles (Approx. 330 Vehicles) Full cash payment due immediately. All Sales Final. "As Is, Where Is". No one under 18 yrs. allowed. Announcements made auction day supersede all prior advertising.

LIVE 10AM THURS., DEC. 11 CITY OF IRVING AUTO POUND
401 N. Valley View, Irving, TX
Impounded & Abandoned Vehicles (Approx. 85 Vehicles) 8% BP. Full cash payment immediately. View: 8:30 AM. All Sales Final. "As Is, Where Is". No one under 18 yrs. allowed. Announcements made auction day supersede all prior advertising.

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COUNTY OF DALLAS

Before me, a Notary Public in and for Dallas County, this day personally appeared David Ferster, Advertising Representative for the The Dallas Morning News, being duly sworn by oath, states the attached advertisement of:

SCHULMAN, LOPEZ & HOFFER LLP

as published in the The Dallas Morning News on:

December 07, 2014

(David Ferster)

Sworn to and subscribed before me this December 08, 2014

(Notary Public)

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Ruth Taylor Estate Sales

3603 Asbury Ave, Dallas • Map-35G

Sat and Sun, December 6th and 7th • 9:30am - 5pm

Combination of 3 households. Owners moving to the traditional. Furniture, large wine cooler, antique console table, oriental rugs, silver, Waterford, office furn, costume jewelry, 3 year old front load washer/dryer. Deep freeze, outdoor furn, kitchen & garage miscellaneous.

See: www.RuthTaylorEstateSales.com

City View Antique Mall

Special Night of Holiday Shopping & Sweets

Tuesday, December 9th, 5pm - 9pm

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DECO-DENCE ART DECO & FINE HOME FURNISHINGS & FURNITURE AUCTION

ENDS----WEDNESDAY DECEMBER 11TH ; 10AM
1967 CHEVY IMPALA, ANTIQUES, VINTAGE, FURNITURE AND COLLECTIBLES

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2 LOTS PER MIN
*Auction Pick-Up: Friday & Saturday December 12th & 13th 11am -to- 5pm
ONLINE AUCTION ONLY

Your invoice will be emailed at the conclusion of the auction. A 15% BP is added to all sales & everything is bought AS IS/ WHERE IS. Cash Visa MasterCards Only
Phillip Hodges TXLC 17406

AUTOMATION CONTROLS AUCTION
Public Online Auction
http://worldwideauctiongroup.com
Auction Ends WEDNESDAY
DEC. 3RD 10am Online 2 lots per minute
ACS WAREHOUSE 2028 Midlake Lane
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ACS has commissioned World Wide Auction to liquidate a wide variety of high end controls tools and industrial equipment. This online auction is set to End Wednesday December 3rd at a rate of 2 lots per min.
Terms: Cash, Visa and MasterCard Only. There is an 15% Buyers Premium added to all sales. And 2.5 convenience fee on all CC Questions, please call 972-672-8725. We hope to see you at auction
Preview: Tuesday December 2nd 10-2 only
Auction Ends: Wednesday December 3rd 2014 - Stating at 10am at a FAST rate of 2 lots per minute
Pickup: Thursday December 4th 9am-5pm only.
Call Guy Hodges 972-672-8725.

LIQUIDATION AUCTION
Supreme Products/Demco Trailers
605 East Loop 340 Waco, Texas
December 13, 2014 10:30AM
New steel, Machinery/Shop equipment, New food service, Welders, New trailer frames, couplers, jacks, etc. Onsite/Online.
See: www.ronniegarner.com for details
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Jewelry, Watches | Jewelry, Watches

LEGAL BIDS & NOTICES

- Bankruptcy, Court Sales
- Bids and Proposals
- Legal Notices

Bids & Proposals

Bartlett Cocke General Contractors, Construction Manager-at-Risk, for the Greenville ISD Package 1 - Multi-Campus Renovations: Crockett Elem, Lamar Elem, Carver Elem, Houston Education Center, and LP Waters Early Childhood Center is requesting Competitive Proposals from subcontractors and suppliers for the additions and renovation work at the campuses. Proposals will be received via FAX to 972-247-1039 or email to bidnix@bartlettcocke.com no later than 2:00 PM on December 18, 2014. Any proposal received after this time will not be accepted.

Subcontractors are invited to attend a site visit for this projects: December 9, 2014, 9-10 AM at Greenville ISD Administration Bldg., 4004 Moulton, Greenville, Tx.

Proposal Documents may be obtained from Bartlett Cocke or viewed at Associated General Contractors, Builders Exchange of Texas, FW Dodge Corp, iSqFt, or the Bartlett Cocke's Farmers Branch office. Please contact Scott Oates at soates@bartlettcocke.com or Chris Johnson at cjohnson@bartlettcocke.com or call either at (214) 451-0755 to make arrangements.

Bids & Proposals

DFW Airport Concessions Opportunities

THE DALLAS/FORT WORTH INTERNATIONAL AIRPORT will receive sealed Proposals for 20 Concessions Opportunities in Terminals D, B and E, including Duty Free, Premium Specialty Retail, Mediterranean Grill, 4 unique experiential bars, Spa and News/Convenience/Coffee. The in-terminal Concessions Request for Proposals is available on-line at www.dfwairport.com/opportunities.

The Pre-Proposal Conference for these opportunities will be Tuesday, December 9, 2014, at the Hyatt Regency DFW (adjacent to Terminal C) from 1:00 pm - 4:00 pm. Parking and admission are free.

Proposals are due March 2, 2015, at 2:00 PM CST. The Duty Free and Premium Retail proposals are due April 2, 2015, at 2:00 PM CST.

Location for Proposal Submittal: Airport Headquarters, Procurement and Materials Management Department, First Floor, 2400 Aviation Drive, DFW Airport, TX 75261.

INVITATION FOR BID
Project No. TX15-ENG(C)-01; Sealed bids will be received by the Texas Military Department until 2 PM Central Time, Thursday, February 12, 2015 at Camp Mabry Headquarters, Building 11, 2nd Floor, Austin , Texas 78703 for the Terrell Readiness Center Roof Replacement - located at 1316 W Moore, Lions Club Park, Terrell, Texas 75160-2302. Government estimate is $331,544.00. ALL BIDDERS MUST BE PRE-QUALIFIED TO BID ON THIS PROJECT. The deadline to submit completed pre-qualification documents is 4:00 PM, Thursday, January 8, 2015. Contractor Pre-Qualifications, Plans, and Specs may be obtained by contacting Price Consulting, Inc. at (281) 209-1724 on or before Tuesday, December 22, 2014. Once a bidder has been Pre-Qualified the bid package will be released. A Pre-Bid conference will be held at 10:00 AM, Thursday, January 29, 2015 at, 1316 W Moore, Lions Club Park, Terrell, Texas 75160-2302. Additional information is available at: http://esbd.cpa.state.tx.us

INVITATION FOR BID
Project No. TX15-ENG(C)-02; Sealed bids will be received by the Texas Military Department until 2 PM Central Time, Thursday, February 12, 2015 at Camp Mabry

Bids & Proposals | Bids & Proposals | Bids & Proposals

Purchasing Department November 30, 2014

The Dallas Independent School District ("District") is soliciting Competitive Sealed Proposals ("CSP") from qualified sources relative to the provision of the following Request For Competitive Sealed Proposals ("RCSP"). This procurement is part of the 2008 Bond Program.

To obtain the RCSP documents, download instructions from the Bond Program website http://www.dallasisd2008bond.org/ .On the 2008 Bond Program Website, click on the "Vendor Opportunities & Requirements" tab; scroll down to locate the RCSP documents. The RCSP documents contain the necessary information to submit a CSP to the District, including construction documents, selection criteria, estimated budget, project scope, schedule, and other information that contractors may require to respond to the request.

Please return the "Intention to Propose" form (Specification Section 00 11 17) to the Bond Program Manager listed on the form.

BP#	Description	Closing	Buyers
112	Org 005 Moises E. Molina, High School-Mechanical Renovations	01/06/2015	DM

A pre-proposal meeting will be held Wednesday, December 10th, 2014 at 2:00 p.m. at Molina High School; 2355 Duncanville Road, Dallas, Texas, 75211 for all interested parties. This meeting is not mandatory, but information discussed will be very helpful in preparation of the proposal.

All general contractors and sub-contractors are encouraged to attend this meeting. Contractors will meet A/E(s) and PM at each school to start site tours. The first site tour will take place immediately following the pre-proposal conference. The following is the schedule for all site tours:

School ORG #	School Name	Time	School Address and Location of Meeting
005	Moises E. Molina	2:30 P.M.	2355 Duncanville Rd. Dallas, TX 75211

2008 Bond Program construction procurements must be physically delivered to the Construction Services office, at 3801 Herschel Ave, Dallas, TX 75219. (Call 972.925.7200 for directions). Delivery to other locations will result in rejection of a CSP.

Completed CSP Package Part 1-A, 1-B and 1-C are due on Tuesday, January 6th, 2015 at 2:00 PM (local time);

Completed CSP Package Part 2 is due on Wednesday, January 7th, 2015 at 2:00 PM (local time);

Any materials received after the respective closing dates / times will not be considered.

The District will open and read the names of the proposers and prices submitted in responsive CSPs beginning at 2:00 P.M. upon submittal of Part 1-A, 1-B, 1-C of the Package, in the main conference room at the Construction Services office, at 3801 Herschel Ave, Dallas, TX 75219. No further information will be publicly released until after the date the Agenda is publicized for the Board of Trustees briefing.

The right is reserved to reject any or all bids, proposals, CSPs or statements of qualification and to waive technicalities.

The Dallas Independent School District is committed to the ideals of equal opportunity in all its business endeavors.

The Dallas Independent School District's 2008 Bond Program has a 30% Minority and Women-Owned Business Enterprise (M/WBE) construction goal.

Bids & Proposals

stated bid opening location or viewed / downloaded from DFW International Airport website at dfwairport.com or by calling 972-973-5600.

BID NOTICE

THE DALLAS-FORT WORTH INTERNATIONAL AIRPORT is accepting separate sealed bids for the following items at the herein stated bid opening location until the bid/proposal due date and time stated below, when they will be publicly opened and read aloud.

SOLICITATION: 7006158 - Bottled Water
BID DUE DATE AND TIME: Tuesday,

UT Southwestern Medical Center
West Campus Phase 1 Demolition Drawings & Enabling Projects Rebid
Vaughn Project No. 2115-01
UTSW Project No. 303-711

Vaughn Construction, CM @ Risk, is requesting sealed proposals for UT Southwestern Medical Center - West Campus Phase 1 Bid Package 1 - Enabling Projects.

Competitive Sealed Proposals for: Roofing, Waterproofing, Painting, Fire Suppression. Sealed proposals will be received by Vaughn Construction at the Vaughn Office (9160 Sterling St., Ste. 100, Irvine, TX 75063) between the hours of 9:00 AM - 2:00 PM Local Time on Thursday, December 18, 2014.

The Request for Proposals may be viewed at the following location(s):

iSqFt - On-line plan room - http://www.isqft.com. (By invitation only)
AGC - DFW 11101 - Stemmons Freeway - Dallas, TX 75229
AGC - Fort Worth - 417 Fulton Street Fort Worth, TX 76104
Black Contractors Association - 1409 South Lamar St., Ste. 251, Dallas, TX 75215
DFW Minority Business Development Council, Inc. - 8828 N. Stemmons Freeway, St. 550

Auctions

Classified advertising dallasnews.com
214.745.8123

TL Auctions
PUBLIC AUCTION
City of Keller
and other consigners
Auction Dec 13th 2014 10am
Preview 8:00 am. Sale Day
Location 532 Keller Pkwy Lion's Club Keller
Gold Silver Coins, several pistols* shotguns
Cars Trucks about 30 cars, trucks and vans.
2013 Razor* Golf Carts* 4kw 7kw generators
Snap-On Blue point tools * more and more tools* Industrial sewing machine* metro shelving* weed eaters,* shop Equipment* Air compressors* Nail Guns* Dewalt drills
www.tlauctions.com
Go to the website for terms or call
Tommy Lutes Auctioneers Lic. 9612
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DECO-DENCE ART DECO & FINE HOME FURNISHINGS & FURNITURE AUCTION.

ENDS----WEDNESDAY DECEMBER 11TH; 10AM
1967 CHEVY IMPALA, ANTIQUES, VINTAGE, FURNITURE AND COLLECTIBLES

3020 CANTON ST. DALLAS TEXAS

World Wide Auction has been Commissioned to liquidate at public auction Deco-Dence Fine Home Furniture FEATURING: Antique Cars, Vintage Art Deco Furniture, Dinning Table, Chairs, End Tables, Coffee Tables, Couches, Chairs, Iron Lawn Furn, Assorted Home Décor, and so Much More.
NOTICE: All items must be removed on date specified.
*Auction Preview: Wednesday December 10th 11a-to-3p
*Auction Ends: Thursday December 11th; 10:00 AM.
2 LOTS PER MIN
*Auction Pick-Up: Friday & Saturday
December 12th & 13th 11am -to- 5pm
ONLINE AUCTION ONLY

Your invoice will be emailed at the conclusion of the auction. A 15% BP is added to all sales & everything is bought AS IS / WHERE IS. Cash, Visa & MasterCards Only. Phillip Hodges TXLC 17406

Legal Notices | Legal Notices

NOTICE OF PUBLIC HEARING

Meadow Oaks Education Foundation Board of Directors will conduct an informational meeting for the public on December 14, 2014 at 2:00pm at Meadow Oaks Gymnasium, Meadow Oaks Academy, 1412 S Belt Line Rd, Mesquite, Texas 75149 to provide details of a proposed public open-enrollment charter school named Pioneer Technology & Arts Academy that would be located in the Dallas/Fort Worth Metropolitan area and surrounding counties. Participants will hear a presentation that explains the proposal and will have an opportunity to ask questions about the proposed school. If approved, classes would begin in the fall of 2016. The members of the school board are Pauline Logan, Regina Rivera, Betty Hastings, Ram Krishnamurthy, Misty Thorton and Neelam Khullar.

NOTICE OF PUBLIC HEARING

Meadow Oaks Education Foundation Board of Directors will conduct an informational meeting for the public on December 13, 2014 at 3:00pm at Stonebrook Learning Center, 3200 FM 548 S., Royse City, Texas 75189 to provide details of a proposed public open-enrollment charter school named Pioneer Technology & Arts Academy that would be located in the Dallas/Fort Worth Metropolitan area and surrounding counties. Participants will hear a presentation that explains the proposal and will have an opportunity to ask questions about the proposed school. If approved, classes would begin in the fall of 2016. The members of the school board are Pauline Logan, Regina Rivera, Betty Hastings, Ram Krishnamurthy, Misty Thorton and Neelam Khullar.

LoneStarAuctioneers.com

LIVE 10AM MON., DEC.8 DALLAS POLICE AUTO POUND
1955 Vilbig, Dallas, TX
Impounded & Abandoned Vehicles (Approx. 330 Vehicles) Full cash payment due immediately. All Sales Final. "As Is, Where Is". No one under 18 yrs. allowed. Announcements made auction day supersede all prior advertising.

LIVE 10AM THURS., DEC. 11 CITY OF IRVING AUTO POUND
401 N. Valley View, Irving, TX
Impounded & Abandoned Vehicles (Approx. 85 Vehicles) 8% BP. Full cash payment immediately. View: 8:30 AM. All Sales Final. "As Is Where Is". No one under 18 yrs. allowed. Announcements made auction day supersede all prior advertising.

www.LSA.cc: TFC/TDCJ*: Tractors, Buses, Pickups, Sedans, Sewing Machines, Vans, Forklifts & more; TARRANT WATER DIST.**: Volvo Tandem Dump; *6.5%PF, **10%BP, Burgess 7878

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Attachment A3

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NANCY HUMPHREY
2700 W 15TH St
PLANO TX 75075-7524

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TERRY HURST
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MERIT TX 75458-0216

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DONNA HUTSON
6805 TELEPHONE RD
LAKE WORTH TX 76135-2899

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TRICIA IKARD
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MAYPEARL TX 76064-0040

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JOHN CLINT ISHMAEL
5960 County Road 304
GRANDVIEW TX 76050-3860

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DELIA JASSO
325 WEST 12TH STREET
DALLAS TX 75208-6502

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MR DONALD RAY JEFFERIES
4004 MOULTON St
GREENVILLE TX 75401-5840

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ANTHONY JEFFERSON
701 W State St
GARLAND TX 75040-6310

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LINDA JESTER
PO BOX 888
WHITEWRIGHT TX 75491-0888

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DR BRET JIMERSON
1160 SW WILSHIRE BLVD
BURLESON TX 76028-5719

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MR STEVE JOHNSON
7819 FARM RD 275 S
CUMBY TX 75433-6661

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The Honorable Johnson, Eric
P.O. Box 2910
Austin TX 78768-2910

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DR ROBERT JOLLY
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CRANDALL TX 75114

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MR GARY S JONES
1100 Roberts Cut Off RD
River Oaks TX 76114-2560

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DR JENNIFER JONES
244 VZCR 1910
FRUITVALE TX 75127-1940

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MS ELLEN JONES
1849A CENTRAL DR
BEDFORD TX 76022

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MR DANIEL JONES
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PROSPER TX 75078-9577

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LEROY MCCLURE JR
2524 W LEDBETTER DRIVE
DALLAS TX 75233-4018

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WARREN SEAY JR
200 E BELT LINE RD
DESOTO TX 75115-5795

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LANNY ORMAN JR
10705 S STATE HWY 34
SCURRY TX 75158-3163

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The Honorable Lucio Jr., Eddie
P.O. Box 12068
Austin TX 78711-2068

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DR CHESTER R JUROSKA
102 BILL JACKSON DR
ALVARADO TX 76009-4206

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GEORGE MICHAEL K BRYANT
3819 MAPLE AVE
DALLAS TX 75219-3913

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P.O. Box 2910
Austin TX 78768-2910

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MARK KEAHEY
480 N PATTERSON ST
CAMPBELL TX 75422-2689

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The Honorable King, Phil
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LARRY LAFAVERS
1 TIGER ALLEY
LEONARD TX 75452-3124

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MIKE LAMB
631 CONNALLY ST
SULPHUR SPRINGS TX 75482-2401

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MR RICK LAMBERT
501 S JUPITER Rd
GARLAND TX 75042-7108

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BILL J LAMKIN
3901 S HULEN ST
FORT WORTH TX 76109-3321

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MR TODD LANDRY
4640 SYCAMORE SCHOOL RD
FORT WORTH TX 76133-7356

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BILL LANE
300 ROE ST
AZLE TX 76020-3194

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MS VIRGINIA P LANNEN
601 N AKARD ST STE 203
DALLAS TX 75201-3303

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DR RAY LEA
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Austin TX 78768-2910

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RONALD D LEDBETTER
5687 MELROSE Ave
SAN ANGELO TX 76901-5100

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DR DAVID LEE
5206 S BOWEN Rd
ARLINGTON TX 76017-3756

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CHRIS LEWIS
PO BOX 535426
GRAND PRAIRIE TX 75053-5426

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CARROLL G LEWIS
1888 GREATHOUSE RD
WAXAHACHIE TX 75167-8369

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MR DUANE A LIMBAUGH
208 N WYRICK St
FROST TX 76641-3418

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DR PATRICIA LINARES
100 N UNIVERSITY DR
FORT WORTH TX 76107-1360

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MR TODD LINTZEN
318 SCHOOL ST
BLUE RIDGE TX 75424-4445

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MR HENRY LOZANO
PO BOX 9000
RED OAK TX 75154-9000

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DR JEREMY LYON
5515 OHIO DR
FRISCO TX 75035-7002

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MR ERIC MABE
7819 FARM RD 275 S
CUMBY TX 75433-6661

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MR SCOTT MAHAND
8162 Us HWY 69 S
LONE OAK TX 75453-5305

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MR JIMMIE MALONE
212 W GRADY ST
BLOOMING GROVE TX 76626-3010

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BARBARA MALONE
302 W HAYES St
SAVOY TX 75479-3066

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LORRAINE MANTEI
547 E JEFFERSON BLVD
DALLAS TX 75203-2791

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FRAN MAREK
310 E 18TH ST
JOSHUA TX 76058-3117

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DR RUSSELL D MARSHALL
310 E MARKET ST
MABANK TX 75147-2311

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The Honorable Martin Rowley
TEXAS EDUCATION AGENCY
1701 North Congress Avenue
Austin TX 78701-1494

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LOUISE MASTER
PO BOX 13
ALLEN TX 75013-0043

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MR RICHARD MATKIN
2700 W 15TH St
PLANO TX 75075-7524

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MR CHARLES MCCAFFREE
PO BOX 697
VAN TX 75790-0697

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ANNE MCCAUSLAND
5515 OHIO DR
FRISCO TX 75035-7002

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611 N FM 1138
NEVADA TX 75173

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LEROY MCCLURE
2524 W LEDBETTER DR
DALLAS TX 75233-4018

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ANGELA MCDONALD
618 W WHEATLAND RD
DUNCANVILLE TX 75116-4518

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DR MICHAEL DOUGLAS MCFARLAND
422 S CENTRE AVE
LANCASTER TX 75146-3829

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MICHAEL W MCKEE
2616 N MACARTHUR BLVD
IRVING TX 75062-5401

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MR JODY MCPHERSON
804 E PINE ST
EDGEWOOD TX 75117-3347

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MRS SUZANNE MCWILLIAMS
600 S BOIS D Arc ST
FORNEY TX 75126-9677

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SOLOMON STANLEY MEIYAPPAN
PO BOX 170057
ARLINGTON TX 76003-0057

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MICHELLE METZGER
2718 HOLLANDALE LANE
FARMERS BRANCH TX 75234-2035

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RAYMOND T MEZA
PO BOX 2240
SAN ANGELO TX 76902-2240

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STEVEN EDWARD MICKELSON
403 W BULLDOG DR
MULLIN TX 76864-3023

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MIKE MILES
3700 ROSS AVE
DALLAS TX 75204-5491

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BETTYE MILLEDGE
1030 OAK PARK Dr
DALLAS TX 75232-1238

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MR H L MILTON
601 W MAIN ST
LADONIA TX 75449-1517

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BRUCE MINCHEY
1904 COOPER St
MELISSA TX 75454-9555

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MRS GERI MONTGOMERY
PO BOX 656
KEENE TX 76059-0656

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MR TED L MOORE
259 COUNTRY CLUB RD
ALLEN TX 75002-7643

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MR BLAKE MOORE
PO BOX 180
WELCH TX 79377-0180

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JOE D MOORE
1550 OLE AMBROSE RD
BELLS TX 75414-4294

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ROBBIE L MOORE
6103 UNIVERSITY HILLS BLVD
DALLAS TX 75241-2516

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DR BOB MORRISON
501 S JUPITER Rd
GARLAND TX 75042-7108

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DAN MORROW
301 Fm 1861
Ben Wheeler TX 75754-8407

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CHRISTENE MOSS
100 N UNIVERSITY DR
FORT WORTH TX 76107-1360

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The Honorable M Munoz Jr. Sergio
P.O. Box 2910
Austin TX 78768-2910

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MR KEITH MURPHY
1904 COOPER St
MELISSA TX 75454-9555

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MR JIM MURRAY
PO BOX 18
COMO TX 75431-0018

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MR BRIAN S NEAL
302 W HAYES St
SAVOY TX 75479-3066

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MS RONNIE NEILL
309 MAIN ST
MAYPEARL TX 76064-1712

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Austin TX 78711-2068

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DR SCOTT NIVEN
109 W RED OAK RD
RED OAK TX 75154-6335

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KEVIN NOACK
418 W JEFFERSON St
PALMER TX 75152-9662

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MRS MARGARET O'BRIEN
823 N CENTER ST
ARLINGTON TX 76011-5859

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DONNY O'DELL
205 S COLORADO St
CELINA TX 75009-6441

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MR ALAN R OAKLEY
100 STUDENT DR
VENUS TX 76084-3847

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MR TED OATS
3315 WASHINGTON ST
COMMERCE TX 75428-3915

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MR KENNETH ODOM
310 E MARKET ST
MABANK TX 75147-2311

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MR JAMES OLIVER
301 Fm 1861
Ben Wheeler TX 75754-8407

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DR DAWSON ORR
7015 WESTCHESTER DR
DALLAS TX 75205-1061

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P.O. Box 2910
Austin TX 78768-2910

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FRANK OWENS
480 N PATTERSON ST
CAMPBELL TX 75422-2689

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MELISSA PARDUE
3120 VZCR 2318
CANTON TX 75103

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The Honorable Parker, Tan
P.O. Box 2910
Austin TX 78768-2910

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DR JOSE PARRA
2621 W AIRPORT FWY
IRVING TX 75062-6020

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The Honorable Patricia Hardy
TEXAS EDUCATION AGENCY
1701 North Congress Avenue
Austin TX 78701-1494

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The Honorable Paxton, Ken
P.O. Box 12068
Austin TX 78711-2068

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VICKI PAYNE
PRIVATE RD FOX LN #100
CADDO MILLS TX 75135

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MRS JINGER PEEPLES
PO BOX 128
TOM BEAN TX 75489-0128

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MARLIES PEREGORY
710 S CEDAR RIDGE DR
DUNCANVILLE TX 75137-2204

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JOE EDWARD PERRIN
701 S FIFTH ST
GRANDVIEW TX 76050-2166

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MR RANDY PERRY
1308 FM 3062
MALAKOFF TX 75148-6125

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JOANNE PERRY
262 NORTH SAM Hous PARKWAY E Ste 140
HOUSTON TX 77060-2012

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E T PETTIT
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BELLS TX 75414-4294

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DR JERI PFEIFER
608 TOWNLEY DR
EVERMAN TX 76140-5206

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Austin TX 78768-2910

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JULIE A PIGGOTT
2500 LOU MENK DRIVE AOB2
FORT WORTH TX 76131-2828

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DARRELL PILCHER
2602 W ILLINOIS AVE
DALLAS TX 75233-1002

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MR DANNY PIRTLE
1673 TERRE COLONY COURT
DALLAS TX 75212-6222

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LINDA PITTS
9777 Fm 2101
QUINLAN TX 75474-4620

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P.O. Box 2910
Austin TX 78768-2910

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CECIL A POE
5609 FOX DEN TRAIL
LITHONIA GA 30038-1602

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RHONDA PORTER
10705 S STATE HWY 34
SCURRY TX 75158-3163

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DR EDWIN D POWELL JR
512 PEACH ST
CROWLEY TX 76036-3119

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JERRY M PRATER
1601 SOUTH LAMAR STREET
DALLAS TX 75215-1816

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DANIEL G PRICE
PO BOX 3247
CEDAR HILL TX 75106-3247

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MR MARK PRICE
419 BIRD LN
WAXAHACHIE TX 75165-1909

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RON PRICE
3102 MAPLE AVENUE STE 140
DALLAS TX 75201-1208

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JUDITH PRITCHETT
1302 SW MCKINNEY ST
RICE TX 75155-9631

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MR KENNETH PRUITT
225 W ELM ST
CANTON TX 75103-1799

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MOLLIE PURCELL-SAVAGE
1620 FALCON DR
DESOTO TX 75115-2418

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RANDY RANDLE
PO BOX 152637
IRVING TX 75015-2637

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The Honorable Estes, Craig L.
P.O. Box 12068
Austin TX 78711-2068

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MR BRAD CRAVENS
417 E TRIPP RD
SUNNYVALE TX 75182-9544

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DR DEBRA CROSBY
401 E RICHMOND
QUINLAN TX 75474-8792

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SCOTT CROW
18154 County Road 4069
KEMP TX 75143-2733

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MR KENT CRUTSINGER
601 ELM ST
SANGER TX 76266-9635

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MR CHRIS CUNY
1050 WILLIAMS ST
ROCKWALL TX 75087-2600

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AMY DANKEL
1 DUVALL ST
MCKINNEY TX 75069-3210

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THOMAS DARDEN
PO BOX 478
COOPER TX 75432-0478

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LANCE DAVIS
1005 CHESTNUT ST
BONHAM TX 75418-3066

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SUSIE B DAVIS
12121 VETERANS MEMORIAL Dr Ste 7
HOUSTON TX 77067-5201

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KAREN R DAVIS
111 S BECKLEY AVENUE
DALLAS TX 75203-2610

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DR ALFRED L RAY
710 S CEDAR RIDGE DR
DUNCANVILLE TX 75137-2204

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DAVID RAY
3732 MYRTLE ST
DALLAS TX 75215-3849

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JAMES CRAIG REED
602 N MAIN ST
DODD CITY TX 75438-5217

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DR RANDY REID
350 KELLER PKWY
KELLER TX 76248-2249

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MARVIN REYNOLDS
PO BOX 292730
LEWISVILLE TX 75029-2730

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VERNON A RICHARDSON
553 W DALLAS ST
WOLFE CITY TX 75496-3446

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BYRON V RICKS
9441 LBJ FREEWAY STE 101
DALLAS TX 75243-4566

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ORLANDO RIDDICK
285 UPTOWN BLVD Ste 300
CEDAR HILL TX 75104-3526

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MR CLINT RILEY
3901 S HULEN ST
FORT WORTH TX 76109-3321

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MRS DENA RISINGER
700 N CATHERINE ST
TERRELL TX 75160-2161

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The Honorable Deuell, Robert "Bob"
P.O. Box 12068
Austin TX 78711-2068

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MR TROY ROBERTS
100 E GARNER
TOM BEAN TX 75489

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OSCAR RODRIGUEZ
325 W 12TH St STE 200
DALLAS TX 75208-6502

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HARRISON ROMERO
PO BOX 455
AVALON TX 76623-0455

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RICHARD ROSE
6701 CULLEN BLVD
HOUSTON TX 77021-5005

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MR JOHN G ROUSE
1759 W US HWY 69
EMORY TX 75440-7102

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DR KAREN G RUE
2001 TEXAN DR
JUSTIN TX 76247-8791

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DR ROBIN RYAN
3051 IRA E WOODS AVE
GRAPEVINE TX 76051-3897

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EHAP SABRI
8201 TRISTAR DR
IRVING TX 75063-2816

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DONAL M SACKEN
12500 S PIPELINE RD
EULESS TX 76040-5853

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MS DEBORAH SANDERS
415 TISDELL LN
AUBREY TX 76227-5109

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The Honorable Sanford, Scott
P.O. Box 2910
Austin TX 78768-2910

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DON SAPAUGH
631 CONNALLY ST
SULPHUR SPRINGS TX 75482-2401

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ROBERT A SCARBOROUGH
501 OAKLAND BLVD
FORT WORTH TX 76103-1014

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BRANDY SCHOTT
6221 RIVERSIDE DR STE 110
IRVING TX 75039-3529

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P.O. Box 12068
Austin TX 78711-2068

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KEN SCRIBNER
601 ELM ST
SANGER TX 76266-9635

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DR ALAN SEAY
8225 BRUTON RD
DALLAS TX 75217-1903

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CHRIS SELLERS
PO BOX 128
ECTOR TX 75439-0128

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RANDAL C SHAFFER
400 S ZANG Blvd SUITE 700
DALLAS TX 75208-6642

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MR RANDAL C SHAFFER
400 S ZANG Blvd STE 700
DALLAS TX 75208-6642

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CHERYL L SHANNON
2600 LONE STAR DRIVE
DALLAS TX 75212-6336

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MS JERI SHAW
PO BOX 364
VENUS TX 76084-0364

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MRS TRISHA SHEFFIELD
PO BOX 217
LEWISVILLE TX 75067-0217

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The Honorable Sheffield, J.D.
P.O. Box 2910
Austin TX 78768-2910

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JANE ANN SHELTON
823 N CENTER STREET
ARLINGTON TX 76011-5859

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MR MIKE SHEPARD
PO BOX 400
NEVADA TX 75173-0400

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DR JILL M SILER
213 N 8TH ST
GUNTER TX 75058

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MR HAGMON SIMMONS
262 N SAM Hous PKWY E STE 140
HOUSTON TX 77060-2012

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DR SUSAN SIMPSON
2602 S BELT LINE RD
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DR LISA C STANLEY
4601 N 135
DENTON TX 76207

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MR RICHARD WILLIAM STEPHENS
3625 HWY 67 E BLDG C
KEENE TX 76059

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MR WILLIAM B STOKES
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Austin TX 78701-1494

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SELESTE R SULLY
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5651 Westcreek DR
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12470 WOMAN HOLLERING ROAD
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CYNTHIA JONES TRIGG
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MR JAY TULLOS
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Austin TX 78768-2910

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LULA TURNIPSEED-EDWARDS
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GREENVILLE TX 75402-3018

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3200 S LANCASTER RD STE 230A
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MANSFIELD TX 76063-1794

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300 COLLEGE
ITALY TX 76651-3775

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PALMER TX 75152-0790

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RICK VIEREGGE
PO BOX 188
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LANNEN P VIRGINIA
3800 MAIN St SUITE E
DALLAS TX 75226-1281

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DR STEPHEN F WADDELL
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12470 WOMAN HOLLERING RD
SCHERTZ TX 78154-4504

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DR JASON DREW WATKINS
605 E 7TH ST
PROSPER TX 75078-2545

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MR SCOTT WATKINS
2200 W 4TH AVE
CORSICANA TX 75110-4088

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BILLY M WATSON
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LEONARD TX 75452-0639

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LAURA L WHEAT
2600 J T OTTINGER RD
WESTLAKE TX 76262-8012

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FRANCIS A WHITE
RMA 1263 TERMINAL LOOP
MCQUEENEY TX 78123

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SUNNYVALE TX 75182-9544

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AYANNA M WILLIAMS
3920 STONEY BROOK DR
HOUSTON TX 77063-6406

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DAVID WILLIAMS
1010 E PARKERVILLE RD
CEDAR HILL TX 75104-7100

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THOMAS B WILSON
950 SOUTH I35E
LANCASTER TX 75146

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C W WILSON
338 W N COMMERCE ST
WILLS POINT TX 75169-2504

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DR JAMIE WILSON
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DENTON TX 76201-3037

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MR KEVIN WILSON
105 W TUTT ST
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MR BRENT WILSON
950 S I 35 E
LANCASTER TX 75146-3304

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MILFORD TX 76670-0545

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316 WATER CREST DRIVE
DESOTO TX 75115-3888

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MR KEVIN WORTHY
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ROYSE CITY TX 75189-4524

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DR TELENA WRIGHT
800 EAGLE DR
ARGYLE TX 76226-1928

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KEVIN HICKS
12825 SUMMIT RIDGE Dr
HOUSTON TX 77085-1502

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ROSELLA M HILL
701 W State St
GARLAND TX 75040-6310

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ANTHONY HILL
200 S DENTON TAP RD
COPPELL TX 75019-3205

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KURT HIMMELREICH
549 MILLER LN
VAN ALSTYNE TX 75495-4404

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DR LANCE HINDT
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ALLEN TX 75002-4050

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River Oaks TX 76114-2560

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2800 PRICHARD Ln
DALLAS TX 75227-6815

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2727 N HARWOOD ST Ste 100
DALLAS TX 75201-1568

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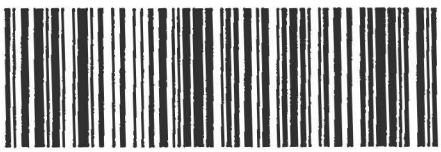

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JASON HUDSON
303 SAYLE ST
CUMBY TX 75433-2338

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SHERWIN A ALLEN
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DALLAS TX 75241-5314

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STACY ALTON
8500 TEEL PKWY
FRISCO TX 75034-0525

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BURLESON TX 76028-5719

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PHILIP DALE ANTHONY
321 PANTHER PKWY
PRINCETON TX 75407-9183

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MR PHIL APPENZELLER
405 E DAVIS ST
MESQUITE TX 75149-4701

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MS PENNY ARMSTRONG
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315A W HIGHLAND DR
WHITEWRIGHT TX 75491

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BONHAM TX 75418-3066

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JERRY B BLANKENSHIP
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321 PANTHER PKWY
PRINCETON TX 75407-9183

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MR GARY BOHANNON
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ECTOR TX 75439-2811

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MR LEONARD BRANNON
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WESLEY BRIGGS
4301 BRYAN STREET SUITE 101
DALLAS TX 75204-8142

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5701 RED BIRD CTR DR
DALLAS TX 75237-1917

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MR THOMAS E BRYMER
2600 OTTINGER RD
WESTLAKE TX 76262

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AUBREY TX 76227-5109

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608 TOWNLEY DR
EVERMAN TX 76140-5206

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DR BOBBY BURNS
1445 N PERRY RD
CARROLLTON TX 75006-6134

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P.O. Box 12068
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DR CLINT CARPENTER
804 BUILDING B FM 2821 W
HUNTSVILLE TX 77320

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MCKINNEY TX 75071-3444

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ARLINGTON TX 76013-6246

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HOUSTON TX 77099-5204

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DR JOSE A CERVANTES
5358 W COMMERCE ST
SAN ANTONIO TX 78237-1354

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DR JIM CHADWELL
1200 OLD DECATUR RD
FORT WORTH TX 76179-4300

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MR STEVE CHAPMAN
1849A CENTRAL DR
BEDFORD TX 76022

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DR JOHN E CHAPMAN III
303 W KNOX St Frnt
ENNIS TX 75119-3957

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TY CHAPMAN
501 S SHERLEY AVE
ANNA TX 75409-3596

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CHOC CHRISTOPHER
205 S COLORADO St
CELINA TX 75009-6441

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MR BRYAN E CLARK
2556 LK AVE
MERIT TX 75458

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DON CLINGENPEEL
205 THIRD AVE
MILFORD TX 76670

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JEREMY CODDINGTON
PO BOX 160
CADDO MILLS TX 75135-0160

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JOYCE COLQUITT
6701 CULLEN BLVD
HOUSTON TX 77021-5005

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EDWARD CONGER
1810 N GLENVILLE DR STE 102
RICHARDSON TX 75081-1954

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MR BRAD CONNELLY
207 S FIFTH ST
CELESTE TX 75423-9644

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MR CHARLES COOK
1800 LAKEWAY DR STE 100
LEWISVILLE TX 75057-6438

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JERRY DON COOK
500 BALLENTINE St
TRENTON TX 75490-2305

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ROBIN S COOK
5901 CRESTWOOD PLACE
LITTLE ELM TX 75068-3754

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CHARLES COOK
1301 WATERS RIDGE DR
LEWISVILLE TX 75057-6022

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MARK D COOKS
1015 E WHEATLAND RD
DALLAS TX 75241-5428

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MR BLAKE WESLEY COOPER
3315 WASHINGTON ST
COMMERCE TX 75428-3915

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FRANK J CORTE
3301 N SHILOH RD
GARLAND TX 75044-8001

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SHEILA G CRAFT
8500 TEEL PKWY
FRISCO TX 75034-0525

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JUNE W DAVIS
PO BOX 688
CROWLEY TX 76036-0688

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The Honorable Davis, Wendy
P.O. Box 12068
Austin TX 78711-2068

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MS KAREN DEAKIN
3051 IRA E WOODS AVE
GRAPEVINE TX 76051-3897

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MR RICH DEAR
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GODLEY TX 76044-3738

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DR DAVID DELBOSQUE
104 F M 55
AVALON TX 76623

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MR VICENTE DELGADO
2602 W ILLINOIS AVE
DALLAS TX 75233-1002

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VANGEE DEUSSEN
115 JANUARY LN
PONDER TX 76259-9793

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MR JOHN D DODD
2718 HOLLANDALE LN
FARMERS BRANCH TX 75234-2035

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FERNANDO DONATTI
3920 STONEY BROOK DR
HOUSTON TX 77063-6406

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MR GARY W DUGGER
120 W KENNEDALE PKWY
KENNEDALE TX 76060-2416

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MR DON DUNN
549 E TEXAS ST
VAN TX 75790

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MS STACIE DURHAM
318 SCHOOL ST
BLUE RIDGE TX 75424-4445

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MR RODNEY EASLEY
3269 VZCR 1222
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PHIL EDWARDS
905 S MAIN ST
KEMP TX 75143-3023

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MR DICK ELKINS
1200 OLD DECATUR RD
FORT WORTH TX 76179-4300

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MS TRISH ELLIOTT
400 STADIUM DR
GRAND SALINE TX 75140-1149

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MR DWAYNE ELLIS
4600 N Us HWY 69
ALBA TX 75410

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DELEON ENGLISH
PO BOX 6000
LITTLE ELM TX 75068-9001

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PHIL ENIS
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KRUM TX 76249-6908

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NOLAN ESTES
PO BOX 543366
GRAND PRAIRIE TX 75054-3366

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MR LARRY EUBANK
300 COLLEGE
ITALY TX 76651-3775

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DR MICHAEL EVANS
605 E BROAD ST
MANSFIELD TX 76063-1794

Meadow Oaks Education Foundation
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Attachment E1

Course Scope and Sequence

Grade 8 Mathematics Timeline 2015 - 2016		
Unit of Study	**Grading Cycle**	**Planned Days**
Real Numbers & Scientific Notation	1st	2
Proportional & Non-Proportional Relationships		14
Systems of Equations		6
Linear Equations	2nd	6
Functions		6
Angle Relationships		12
Pythagorean Theorem	3rd	10
Volume & Surface Area of Geometric Solids		8
Solving Equations & Inequalities	4th	6
Transformation & Congruence		8
Dilations & Similarities		8
Scatterplots	5th	4
Sampling		6
Financial Literacy		8
STAAR Math Review		5
Proportionality Applications	6th	20

1st Cycle	Units 1, 2, 3	28 Days	*The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction and assessment days.*

Unit 1: Real Numbers and Scientific Notation Students convert between standard notation and scientific notation, as well as approximate the value of irrational numbers and locate those values on a number line.	**# Class Periods**	
	90 Minute 1	45 Minute 2

Essential Question(s)
How would you analyze and interpret a rational and irrational number?

Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)
The student will:

The student uses mathematical processes to acquire and demonstrate mathematical understanding.
The student is expected to:
MATH.8.1A Apply mathematics to problems arising in everyday life, society, and the workplace.
MATH.8.1E Create and use representations to organize, record, and communicate mathematical ideas.
Numbers and operations. The student applies mathematical process standards to represent and use real numbers on a variety of forms. The student is expected to:
MATH.8.2A Extend previous knowledge of sets and subsets using a visual representation to describe relationships between sets of real numbers.
MATH.8.2B Approximate the value of an irrational number, including π and square roots of numbers less than 225, and locate that rational number approximation on a number line.
MATH.8.2C Convert between standard decimal notation and scientific notation.
MATH.8.2D Order a set of real numbers arising from mathematical and real-world contexts.

CCRS: IXA.1 - Use mathematical symbols, terminology, and notation to represent given and unknown information in a problem.

Expected Learning Outcomes

- Identify whether a number is rational or irrational by whether its decimal form is exact, repeating, or does not repeat.
- Convert repeating decimal numbers into their fraction equivalents.
- Estimate rational and irrational numbers in order to compare their relative size and location on a number line.
- Solve one step equations requiring square or cube roots and determine when the solution is rational or irrational.
- Evaluate square roots of small perfect squares and cube roots of small perfect cubes.
- Explain why $\sqrt{2}$ is irrational.

Unit 2: Proportional and Non-proportional Relationships Students represent proportional and non-proportional relationships and use similarity to develop an extended understanding of slope. They also solve problems involving direct variation and use data from various representations to determine the rate.	**# Class Periods**	
	90 Minute 7	45 Minute 14

Essential Question(s)
What is a proportional relationship?
What is the equation to determine slope-intercept?

Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)
The student will:

Part 1: Representing Proportional and Non-Proportional Relationships (four 45-min class periods)

The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

MATH.8.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.

Proportionality. The student applies mathematical process standards to use proportional and non-proportional relationships to develop foundational concepts of functions. The student is expected to:

MATH.8.5A Represent linear proportional situations with tables, graphs, and equations in the form of $y = kx$.

MATH.8.5B Represent linear non-proportional situations with tables, graphs, and equations in the form of $y = mx + b$, $b \neq 0$.

MATH.8.5F Distinguish between proportional and non- proportional situations using tables, graphs, and equations in the form $y = kx$ or $y = mx + b$, where $b \neq 0$.]

Part 2: Rate of Change, Slope and y-intercept (eight 45-min class periods)

The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

MATH.8.1E Create and use representations to organize, record, and communicate mathematical ideas.

MATH.8.1F Analyze mathematical relationships to connect and communicate mathematical ideas.

Proportionality. The student applies mathematical process standards to explain proportional and non-proportional relationships involving slope. The student is expected to:

MATH.8.4A Use similar right triangles to develop an understanding that slope, m, given as the rate comparing the change in y-values to the change in x-values, $(y2 - y1)/(x2 - x1)$, is the same for any two points $(x1, y1)$ and $(x2, y2)$ on the same line.

MATH.8.4B Graph proportional relationships, interpreting the unit rate as the slope of the line that models the relationship.

MATH.8.4C Use data from a table or graph to determine the rate of change or slope and y-intercept in mathematical and real-world problems.

Proportionality. The student applies mathematical process standards to use proportional and non-proportional relationships to develop foundational concepts of functions. The student is expected to:

MATH.8.5B Represent linear non-proportional situations with tables, graphs, and equations in the form of $y = mx + b$, $b \neq 0$.

Part 3: Direct Variation (two 45-min class periods)

The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

MATH.8.1C Select tools, including real objects, manipulative, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.

Proportionality. The student applies mathematical process standards to use proportional and non-proportional relationships to develop foundational concepts of functions. The student is expected to:

MATH.8.5E Solve problems involving direct variation.

CCRS: IXA.3- Use mathematics as a language for reasoning, problem solving, making connections, and generalizing.

Expected Learning Outcomes

- Compare, contrast, and interpret multiple representations of proportional relationships (graphs, tables, equations, and verbal models).
- Graph proportional relationships by using unit rate as the slope of the graph.
- Compare and contrast two different proportional relationships that are represented in different ways, i.e. an equation with a graph.
- Write and interpret an equation for a line in slope intercept form and determine the relationship is linear using similar triangles to show the slope is the same between any two points.
- Write, graph and interpret linear functions
- Construct a function to model a linear relationship form a table of values, two points or verbal description.
- Determine the rate of change (slope_ and initial value (y-intercept) from a table and graph.
- Explain the meaning of the rate of change and initial value of a linear function in terms of the situation it models.
- Describe the relationship between two quantities when given a graph.
- Sketch a graph from a verbal description of a function.

Unit 3: Systems of Equations Students use the intersections of graphed linear equations to determine the values of x and y that simultaneously satisfy them.	**# Class Periods**	
	90 Minute 3	45 Minute 6

Essential Question(s)
How can you tell if a function is linear or nonlinear?

Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)

The student will:

The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:
MATH.8.1A Apply mathematics to problems arising in everyday life, society, and the workplace.
MATH.8.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.
Expressions, equations, and relationships. The student applies mathematical process standards to use multiple representations to develop foundational concepts of simultaneous linear equations. The student is expected to:
MATH.8.9A Identify and verify the values of x and y that simultaneously satisfy two linear equations in the form y = mx + b from the intersections of the graphed equations.

CCRS: IID.1 - Interpret multiple representations of equations and relationships.
IID.2 - Translate among multiple representations of equations and relationships.

Expected Learning Outcomes

- Determine if a relation is a function using a table, graph, or set of ordered pairs.
- Compare and contrast multiple representations of (tables, graphs, equations and verbal models) of two functions
- Determine whether the relationship is a function
- Identify the rate of change and y intercept for a linear function.
- Determine if a function is linear or nonlinear from a table, equation, graph or verbal model.
- Describe the relationship between two quantities when given a graph
- Sketch a graph from a verbal description of a function.

2nd Cycle	Units 4, 5, 6	25 Days	*The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction and assessment days.*

Unit 4: Linear Equations	**# Class Periods**	
Students model linear relationships using verbal, numerical, tabular, and graphical representations. They also use graphical representations to contrast bivariate sets of data to determine linear and nonlinear relationships.	90 Minute 3	45 Minute 6

Essential Question(s)

How can you tell if a function is linear or nonlinear?

Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)

The student will:

Part 1: Writing Linear Equations from Multiple Representations (two 45-minute class periods)

The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

MATH.8.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.

Proportionality. The student applies mathematical process standards to use proportional and non-proportional relationships to develop foundational concepts of functions. The student is expected to:

MATH.8.5I Write an equation in the form $y = mx + b$ to model a linear relationship between two quantities using verbal, numerical, tabular, and graphical representations.

Part 2: Bivariate Data (four 45-min class periods)

The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

MATH.8.1F Analyze mathematical relationships to connect and communicate mathematical ideas.

Proportionality. The student applies mathematical process standards to use proportional and non-proportional relationships to develop foundational concepts of functions. The student is expected to:

MATH.8.5C Contrast bivariate sets of data that suggest a linear relationship with bivariate sets of data that do not suggest a linear relationship from a graphical representation.

CCRS:

IIC.1 - Recognize and use algebraic properties, concepts, procedures, and algorithms to solve equations, inequalities, and systems of linear equations.

IIC.2 - Explain the difference between the solution set of an equation and the solution set of an inequality.

Expected Learning Outcomes

- Determine if a relation is a function using a table, graph, or set of ordered pairs.
- Compare and contrast multiple representations of (tables, graphs, equations and verbal models) of two functions
- Determine whether the relationship is a function
- Identify the rate of change and y intercept for a linear function.
- Determine if a function is linear or nonlinear from a table, equation, graph or verbal model.
- Describe the relationship between two quantities when given a graph
- Sketch a graph from a verbal description of a function

Unit 5: Functions Students identify functions from multiple representations and write equations to model linear relationships. They also identify proportional and non-proportional functions in real-world situations.	**# Class Periods**	
	90 Minute 3	45 Minute 6
Essential Question(s) How can you tell if a function is linear or nonlinear?		
Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:		
The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to: MATH.8.1A Apply mathematics to problems arising in everyday life, society, and the workplace. MATH.8.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. Proportionality. The student applies mathematical process standards to use proportional and non-proportional relationships to develop foundational concepts of functions. The student is expected to: MATH.8.5G Identify functions using sets of ordered pairs, tables, mappings, and graphs. MATH.8.5H Identify examples of proportional and non-proportional functions that arise from mathematical and real-world problems. MATH.8.5I Write an equation in the form y = mx + b to model a linear relationship between two quantities using verbal, numerical, tabular, and graphical representations.		
CCRS: VIIA.1 - Recognize whether a relation is a function. VIIA.2 - Recognize and distinguish between different types of functions.		
Expected Learning Outcomes • Write accurate algebraic equations using y = mx+b • Apply formula to everyday life • Identify examples of proportional and non-proportional relationships		

Unit 6: Angle Relationships Students use mathematical ideas and arguments to establish facts about the angle sum and exterior angle of triangles, the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. (continued in cycle 3)	**# Class Periods**	
	90 Minute 4 of 6	45 Minute 8 of 12
Essential Question(s) What can you conclude about the angles formed by parallel lines that are cut by a transversal?		
Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:		
Part 1: Parallel Lines (four 45-min class periods) **The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:** MATH.8.1G Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication. Expressions, equations, and relationships. The student applies mathematical process standards to use one-variable equations or inequalities in problem situations. The student is expected to: MATH.8.8D Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. Part 2: Angles Theorems for Triangles (four 45-min class periods) **The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:** MATH.8.1G Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.		

Expressions, equations, and relationships. The student applies mathematical process standards to use one-variable equations or inequalities in problem situations. The student is expected to:
MATH.8.8D Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.

CCRS: IIIA.1 - Identify and represent the features of plane and space figures.

Expected Learning Outcomes

- Informally prove angle sum theory
- Informally prove the properties of angles when parallel lines are cut by a transversal.
- Informally prove the angle-angle criterion for similar triangles.

3rd Cycle	Units 6, 7, 8	27 Days	*The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction and assessment days.*

Unit 6: Angle Relationships

Students use mathematical ideas and arguments to establish facts about the angle sum and exterior angle of triangles, the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.

# Class Periods	
90 Minute	45 Minute
2 of 6	4 of 12

Essential Question(s)

What can you conclude about the angles formed by parallel lines that are cut by a transversal?

Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)

The student will:

Part 3: Angle-Angle Similarity (four 45-min class periods)

The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:
MATH.8.1G Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.
Expressions, equations, and relationships. The student applies mathematical process standards to use one-variable equations or inequalities in problem situations. The student is expected to:
MATH.8.8D Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.

CCRS: IIIC.1 - Make connections between geometry and algebra.

Expected Learning Outcomes

- Informally prove angle sum theory
- Informally prove the properties of angles when parallel lines are cut by a transversal.
- Informally prove the angle-angle criterion for similar triangles.

Unit 7: Pythagorean Theorem Students use models and diagrams to explain the Pythagorean theorem. They also use the Pythagorean theorem and its converse to solve problems including determining the distance between two points on a coordinate plane.	**# Class Periods**	
	90 Minute **5**	45 Minute **10**

Essential Question(s)
What is the Pythagorean Theorem?

Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)
The student will:

Part 1: Pythagorean Theorem and Its Converse (six 45-min class periods)

The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

MATH.8.1B Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.

MATH.8.1E Create and use representations to organize, record, and communicate mathematical ideas.

Expressions, equations, and relationships. The student applies mathematical process standards to develop mathematical relationships and make connections to geometric formulas. The student is expected to:

MATH.8.6C Use models and diagrams to explain the Pythagorean theorem.

Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to solve problems. The student is expected to:

MATH.8.7C Use the Pythagorean theorem and its converse to solve problems.

Part 2: Determining Distance (four 45-min class periods)

The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

MATH.8.1A Apply mathematics to problems arising in everyday life, society, and the workplace. MATH.8.1B Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.

Proportionality. The student applies mathematical process standards to explain proportional and non-proportional relationships involving slope. The student is expected to:

MATH.8.4A Use similar right triangles to develop an understanding that slope, m, given as the rate comparing the change in y-values to the change in x-values, $(y2 - y1)/(x2 - x1)$, is the same for any two points $(x1, y1)$ and $(x2, y2)$ on the same line.

Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to solve problems. The student is expected to:

MATH.8.7D Determine the distance between two points on a coordinate plane using

CCRS: IIIA.3 – Recognize and apply right triangle relationships including basic trigonometry.

Expected Learning Outcomes

- Describe a proof of the Pythagorean Theorem and its converse.
- Determine the unknown side lengths in a right triangle problem using the Pythagorean Theorem.
- Determine the distance between two points in a coordinate plane using the Pythagorean Theorem.

Unit 8: Volume and Surface Area of Geometric Solids Students extend their knowledge of surface area by making concrete connections to the formulas for lateral and total surface area. They also apply those formulas to solve problems in real-world situations.	**# Class Periods**	
	90 Minute **4**	45 Minute **8**

Essential Question(s)

What is the formula for the volume of a cone, cylinder and sphere?
What is the formula for the surface area of a cone, cylinder and sphere?

Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)

The student will:

Part 1: Volume of Cylinders, Cones, and Spheres (four 45-min class periods)

The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

MATH.8.1B Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.
MATH.8.1C Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.
Expressions, equations, and relationships. The student applies mathematical process standards to develop mathematical relationships and make connections to geometric formulas. The student is expected to:
MATH.8.6A Describe the volume formula V = Bh of a cylinder in terms of its base area and its height.
MATH.8.6B Model the relationship between the volume of a cylinder and a cone having both congruent bases and heights and connect that relationship to the formulas.
Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to solve problems. The student is expected to:
MATH.8.7A Solve problems involving the volume of cylinders, cones, and spheres.

Part 2: Surface Area of Prisms and Cylinders (four 45-min class periods)

The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

MATH.8.1B Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.
MATH.8.1F Analyze mathematical relationships to connect and communicate mathematical ideas.
Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to solve problems. The student is expected to:
MATH.8.7B Use previous knowledge of surface area to make connections to the formulas for lateral and total surface area and determine solutions for problems involving rectangular prisms, triangular prisms, and cylinders

CCRS: IIIC.2– Make connections between geometry, statistics, and probability.
IIIC.3– Make connections between geometry and measurement.

Expected Learning Outcomes

- Know and apply the formulas for volumes of cones, cylinders and spheres.

4th Cycle	Units 9, 10, 11	28 Days	*The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction and assessment days.*

Unit 9: Solving Equations and Inequalities Students model, write, and solve multi-step equations and inequalities in application situations using mathematical properties and operations.	**# Class Periods**	
	90 Minute **3**	45 Minute **6**

Essential Question(s)
How do we solve real world problems mathematically?

Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)

The student will:

Part 1: Solving Equations with Variables on Both Sides (three 45-minute class periods)

The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

MATH.8.1B Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.

Expressions, equations, and relationships. The student applies mathematical process standards to use one-variable equations or inequalities in problem situations. The student is expected to:

MATH.8.8A Write one-variable equations or inequalities with variables on both sides that represent problems using rational number coefficients and constants.

MATH.8.8B Write a corresponding real-world problem when given a one-variable equation or inequality with variables on both sides of the equal sign using rational number coefficients and constants.

MATH.8.8C Model and solve one-variable equations with variables on both sides of the equal sign that represent mathematical and real-world problems using rational number coefficients and constants.

Part 2: Writing Inequalities with Variables on Both Sides (three 45-minute class periods)

The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

MATH.8.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.

Expressions, equations, and relationships. The student applies mathematical process standards to use one-variable equations or inequalities in problem situations. The student is expected to:

MATH.8.8A Write one-variable equations or inequalities with variables on both sides that represent problems using rational number coefficients and constants.

MATH.8.8B Write a corresponding real-world problem when given a one-variable equation or inequality with variables on both sides of the equal sign using rational number coefficients and constants.

CCRS: IID.1 - Interpret multiple representations of equations and relationships.

Expected Learning Outcomes

- Apply mathematical knowledge and skills to assess and to solve a real world through application of algebra.
- Use variable equations to solve a complex word problem.
- Write your problem situation using inequality expressions.

Unit 10: Transformations and Congruence Students generalize the properties of orientation and congruence of rotations, reflections, and translations. They also differentiate between transformations that preserve congruence.	**# Class Periods**	
	90 Minute **4**	45 Minute **8**

Essential Question(s)

How can you apply the properties and reflections of lines and angles?

How do you describe and apply a two-dimensional figure on coordinate plane?

Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)

The student will:

Part 1: Properties of Translations and Reflections (four 45-minute class periods)

The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

MATH.8.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.

MATH.8.1G Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

Two-dimensional shapes. The student applies mathematical process standards to develop transformational geometry concepts. The student is expected to:

MATH.8.10A Generalize the properties of orientation and congruence of rotations, reflections, translations, and dilations of two-dimensional shapes on a coordinate plane.

MATH.8.10B Differentiate between transformations that preserve congruence and those that do not.

MATH.8.10C Explain the effect of translations, reflections over the x- or y-axis, and rotations limited to 90°, 180°, 270°, and 360° as applied to two-dimensional shapes on a coordinate plane using an algebraic representation.

Part 2: Properties of Rotations (four 45-minute class periods)

The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

MATH.8.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.

MATH.8.1G Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

Two-dimensional shapes. The student applies mathematical process standards to develop transformational geometry concepts. The student is expected to:

MATH.8.10A Generalize the properties of orientation and congruence of rotations, reflections, translations, and dilations of two-dimensional shapes on a coordinate plane.

MATH.8.10B Differentiate between transformations that preserve congruence and those that do not.

MATH.8.10C Explain the effect of translations, reflections over the x- or y-axis, and rotations limited to 90°, 180°, 270°, and 360° as applied to two-dimensional shapes on a coordinate plane using an algebraic representation.

CCRS:

IIIB.1 – Identify and apply transformation to figures.
IIIB.2 – Identify symmetries of a plane figure.
IIIB.3 – Use congruence transformations and dilations to investigate congruence, similarity, and symmetries of plane figures.

Expected Learning Outcomes

- Describe and apply the properties of translations, rotations, and reflections of lines, line segments, angles, parallel lines and geometric figures.
- Describe how two figures are congruent if the first figure can be rotated, reflected, and/or translated to create the second figure.
- Given two congruent figures, describe the transformations needed to create the second from the first.

- Describe and apply dilation, translation, rotation, and reflection to two-dimensional figures.

Unit 11: Dilations and Similarity Students compare and contrast the attributes of a figure and its image under a dilation. They also model the effects of proportional changes of the lengths of the dimensions on area and perimeter of two-dimensional figures.	**# Class Periods**	
	90 Minute **4**	45 Minute **8**

Essential Question(s)

How can you rotate, reflect, dilate, and translate a figure?

What is the angle sum theorem?

Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)

The student will:

Part 1: Properties of Dilations (four 45-minute class periods)

The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

MATH.8.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.

Proportionality. The student applies mathematical process standards to use proportional relationships to describe dilations. The student is expected to:

MATH.8.3A Generalize that the ratio of corresponding sides of similar shapes are proportional, including a shape and its dilation.

MATH.8.3B Compare and contrast the attributes of a shape and its dilation(s) on a coordinate plane.

MATH.8.3C Use an algebraic representation to explain the effect of a given positive rational scale factor applied to two-dimensional figures on a coordinate plane with the origin as the center of dilation.

Two-dimensional shapes. The student applies mathematical process standards to develop transformational geometry concepts. The student is expected to:

MATH.8.10B Differentiate between transformations that preserve congruence and those that do not.

Part 2: Dilations and Measurement (four 45-min class periods)

The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

MATH.8.1E Create and use representations to organize, record, and communicate mathematical ideas.

Two-dimensional shapes. The student applies mathematical process standards to develop transformational geometry concepts. The student is expected to:

MATH.8.10A Generalize the properties of orientation and congruence of rotations, reflections, translations, and dilations of two-dimensional shapes on a coordinate plane.

MATH.8.10D Model the effect on linear and area measurements of dilated two-dimensional shapes.

CCRS: IIIB.3 – Use congruence transformations and dilations to investigate congruence, similarity, and symmetries of plane figures.

Expected Learning Outcomes

- Describe and apply dilation, translation, rotation and reflection to two-dimensional figures in a coordinate plane.
- Describe how 2 figures are similar if the first figure can be rotated, reflected, dilated and/or translated to create the second figure.
- Given two similar figures, describe the transformations needed to
- Create the second from the first.
- Informally prove the angle sum theorem.
- Informally prove the properties of angles when parallel lines are cut by a transversal.
- Informally prove the angle-angle criterion for similar triangles.

5th Cycle	Units 12, 13, 14, 15	29 Days	*The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction and assessment days.*

Unit 12: Scatterplots	**# Class Periods**	
Students construct and describe scatterplots and make predictions from a trend line that models the linear relationship between sets of data.	90 Minute 2	45 Minute 4

Essential Question(s)

How can you use data to predict an event?

Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)

The student will:

The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

MATH.8.1G Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

Proportionality. The student applies mathematical process standards to use proportional and non-proportional relationships to develop foundational concepts of functions. The student is expected to:

MATH.8.5D Use a trend line that approximates the linear relationship between bivariate sets of data to make predictions.

Measurement and data. The student applies mathematical process standards to use statistical procedures to describe data. The student is expected to:

MATH.8.11A Construct a scatterplot and describe the observed data to address questions of association such as linear, non-linear, and no association between bivariate data.

CCRS:

VIB.1 - Determine types of data.
VIB.2 - Select and apply appropriate visual representations of data.
VIB.3 - Compute and describe summary statistics of data.
VIB.4 - Describe patterns and departure from patterns in a set of data.

Expected Learning Outcomes

- Construct and interpret scatter plots.
- Describe the relationships shown in a scatter plot by identifying patterns such as clustering, outliers, positive or negative association, linear and nonlinear association.
- Sketch a line of best fit on a scatter plot, justify the location of the line; and explain why or why not a given line is a good fit.
- Write the equation of a line of best fit and use it to make predictions
- Use the slope and y intercept to describe the relationship represented in a data set.
- Construct two-way frequency and relative frequency tables to summarize categorical data.
- Use relative frequencies to describe the possible association between two variables of categorical data.

Unit 13: Sampling Students simulate generating random samples from a population with known characteristics, determine the mean absolute deviation, and use this quantity to measure the average distance data are from the mean.	**# Class Periods**	
	90 Minute **3**	45 Minute **6**
Essential Question(s) How do you find distribution from random sampling?		
Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:		
The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to: MATH.8.1C Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems. MATH.8.1F Analyze mathematical relationships to connect and communicate mathematical ideas. Measurement and data. The student applies mathematical process standards to use statistical procedures to describe data. The student is expected to: MATH.8.11B Determine the mean absolute deviation and use this quantity as a measure of the average distance data are from the mean using a data set of no more than 10 data points. MATH.8.11C Simulate generating random samples of the same size from a population with known characteristics to develop the notion of a random sample being representative of the population from which it was selected.		
CCRS: XA.1 – Connect and use multiple strands of mathematics in situations and problems.		
Expected Learning Outcomes • Determine absolute deviation. • Understand what is a "bell-curve" using a graphing calculator.		

Unit 14: Financial Literacy Students investigate and apply topics in financial literacy to be able to make inform and responsible decisions in regard to income, savings, and investments.	**# Class Periods**	
	90 Minute **4**	45 Minute **8**
Essential Question(s) What is the difference between debt and credit, and how might they relate to each other? How do loans and interest rates affect or reflect your financial wellness?		
Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:		
The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to: MATH.8.1A Apply mathematics to problems arising in everyday life, society, and the workplace. Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to: MATH.8.12A Solve real-world problems comparing how interest rate and loan length affect the cost of credit. MATH.8.12B Calculate the total cost of repaying a loan, including credit cards and easy access loans, under various rates of interest and over different periods using an online calculator. MATH.8.12C Explain how small amounts of money invested regularly, including money saved for college and retirement, grow over time. MATH.8.12D Calculate and compare simple interest and compound interest earnings. MATH.8.12E Identify and explain the advantages and disadvantages of different payment methods.		

MATH.8.12F Analyze situations to determine if they represent a financially responsible decision and identify the benefits of financial responsibility and the costs of financial irresponsibility.
MATH.8.12G Estimate the cost of a 2-year and 4-year college education including family contribution and devise a periodic savings plan for accumulating the money needed to contribute to the total cost of attendance for at least the first year of college.

CCRS: XB.1 – Use multiple representations to demonstrate links between mathematical and real world situations.
XB.3 – Know and understand the use of mathematics in a variety of careers and professions.

Expected Learning Outcomes

- Create a comprehensive budget.
- Apply basic mathematical skills to weigh your costs and benefits in accepting loans.
- Cultivate an economic way of thinking as consumer and investor.

Unit 15: Readiness and Supporting Standards Review Students use appropriate problem-solving strategies and skills to review relevant Readiness and Supporting Standards (based on individual student diagnostic data).	**# Class Periods**	
	90 Minute **2.5**	45 Minute **5**

Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)

The student will:

The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:
MATH.8.1A Apply mathematics to problems arising in everyday life, society, and the workplace.
MATH.8.1B Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.
MATH.8.1C Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.
MATH.8.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.
MATH.8.1E Create and use representations to organize, record, and communicate mathematical ideas.
MATH.8.1F Analyze mathematical relationships to connect and communicate mathematical ideas.
MATH.8.1G Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

CCRS: XA.1 – Connect and use multiple strands of mathematics in situations and problems. .
XA.2 – Connect mathematics to the study of other disciplines.

Expected Learning Outcomes

- Demonstrate skilled proficiency in TEKS under Review for READINESS and SUPPORTING STANDARDS REVIEW

6th Cycle	Units 16	38 Days	*The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction and assessment days.*

Unit 16: Proportional and Non-proportional Relationships Students reinforce their understanding of proportional and non-proportional relationships involving slope in order to solve real-world problems and justify solutions.	**# Class Periods**	
	90 Minute **10**	45 Minute **20**

Essential Question(s)

What are the necessary steps to create a graph and how can you interpret the data?
How do you manipulate equations?
How do we understand and represent linear relationships?

Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)

The student will:

The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

MATH.8.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. MATH.8.1F Analyze mathematical relationships to connect and communicate mathematical ideas.

Proportionality. The student applies mathematical process standards to explain proportional and non-proportional relationships involving slope. The student is expected to:

MATH.8.4A Use similar right triangles to develop an understanding that slope, m, given as the rate comparing the change in y-values to the change in x-values, $(y2 - y1)/(x2 - x1)$, is the same for any two points (x1, y1) and (x2, y2) on the same line.

MATH.8.4B Graph proportional relationships, interpreting the unit rate as the slope of the line that models the relationship.

MATH.8.4C Use data from a table or graph to determine the rate of change or slope and y-intercept in mathematical and real-world problems.

ALGI.6A Develop the concept of slope as rate of change, determine slopes from graphs, tables, and algebraic representations, and express slope as a ratio, decimal, or percent.

ALGI.6B Interpret the meaning of positive, negative, zero, and undefined slopes and x- and y-intercepts in situations using data, symbolic representations, or graphs.

ALGI.6D Graph and write equations of lines given characteristics such as two points, a point and a slope, or a slope and y-intercept when given graphically, symbolically or in written representations.

CCRS:

VIIIB.1 – Develop and evaluate convincing arguments.
VIIIB.2 – Use various types of reasoning.
VIIIC.1 – Formulate a solution to a real world situation based on the solution to a mathematical problem .
VIIIC.2 – Use function to model a real world situation.
VIIIC.3 – Evaluate the problem-solving process.

Expected Learning Outcomes

- Determine if a function is linear or nonlinear from a table, equation, graph, or verbal model.
- Describe the relationship between two quantities when give a graph.
- Sketch a graph from a verbal description of a function.
- Write, solve, and interpret the solution set of multistep linear equations in one variable.
- Determine when a solution gives one solution, infinitely many solutions, or no solutions.
- Apply the distributive property to algebraic expressions.
- Combine like terms to simplify expressions and equations.
- Write, solve, and interpret the solutions to systems of linear equations with two variables graphically and algebraically.
- Recognize and explain the solution to a system of linear equations graphically (as a point of intersection)

- Describe instances when a system of equations will yield one solution, no solutions or infinitely many solutions.

Algebra I Timeline 2015 - 2016		
Unit of Study	**Grading Cycle**	**Planned Days**
Demonstrating Patterns using Multiple Representations	1st	10
Solving Equations Using Proportional Reasoning and Algebraic Properties		12
Equations and Inequalities	2nd	12
Using Patterns to Develop Linear Functions		8
Representing Patterns as Equations and Graphs	3rd	12
Linear Regression		6
Relations in Systems of Linear Equations		4
Systems of Linear Equations and Inequalities	4th	8
Patterns in Polynomials and Exponents		11
Patterns in Quadratic Functions		8
More Patterns in Quadratic Functions	5th	10
Pattern of Growth & Decay in Exponential Function and Inverse Variation		8
EOC Algebra Review	6th	10
Bridging to Algebra II and Geometry		12

1st Cycle	Units 1, 2	28 Days	*The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction and assessment days.*

Unit 1: Demonstrating Patterns Using Multiple Representations Students study, develop, and analyze patterns through the use of multiple representations and use those representations to make predictions.	**# Class Periods**	
	90 Minute **5**	45 Minute **10**

Essential Question(s)

How can we find and analyze the relationship among numerical patterns?
How can we represent numerical patterns to model real-world situations?

Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)

The student will:

The student uses mathematical processes to acquire and demonstrate mathematical understanding.
The student is expected to:
ALGI.1A Describe independent and dependent quantities in functional relationships.
ALGI.1B Gather and record data and use data sets to determine functional relationships between quantities and write a general equation describing the functional relationship.
ALGI.1D Represent relationships among quantities by using and building concrete models, completing tables, constructing graphs or diagrams, writing verbal descriptions, and writing equations and inequalities.
ALGI.3A Use manipulatives, drawings, verbal descriptions, and symbols to represent unknowns and variables in real-world situations.
ALGI.3B Look for patterns in finite differences, determine the value of the zero term, and write the algebraic representation for the given situation.

CCRS: IXA.1 - Use mathematical symbols, terminology, and notation to represent given and unknown information in a problem.

TSI Strand: I. Elementary Algebra and Functions

Expected Learning Outcomes

- Demonstrate ability to analyze and explain significance of numerical patterns.

Unit 2: Solving Equations Using Proportional Reasoning and Algebraic Properties Students build upon their knowledge of proportional reasoning and algebraic properties to solve problems involving proportional change using multiple representations.	# Class Periods	
	90 Minute	45 Minute
	6	12

Essential Question(s)

How can expressions, equations, and inequalities help us to generalize and describe patterns in our world?

Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)

The student will:

The student uses mathematical processes to acquire and demonstrate mathematical understanding.
The student is expected to:

ALGI.1C Describe functional relationships for given problem situations, and write linear equations or inequalities and quadratic equations to answer questions arising from the situation.

ALGI.1D Represent relationships among quantities by using and building concrete models, completing tables, constructing graphs or diagrams, writing verbal descriptions, and writing equations and inequalities.

ALGI.3A Use manipulatives, drawings, verbal descriptions, and symbols to represent unknowns and variables in real-world situations.

ALGI.4A Find specific function values; add, subtract, multiply, or divide to simplify polynomial expressions; transform and solve equations including factoring as necessary in problem situations which are expressed in verbal, algebraic, or pictorial (algebra tiles) representations.

ALGI.6G Relate direct variation to linear functions and solve problems involving proportional change using concrete, pictorial, symbolic, verbal, and written representations.

CCRS: IIC.2 - Explain the difference between the solution set of an equation and the solution set of an inequality.

TSI Strand: I. Elementary Algebra and Functions

Expected Learning Outcomes

- Solve problems using proportional reasoning and with an understanding of algebraic reasoning.

2nd Cycle	Units 3, 4	25 Days	*The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction and assessment days.*

Unit 3: Equations and Inequalities Students apply proportionality and algebraic properties to solve multi-step linear equations and inequalities.	**# Class Periods**	
	90 Minute 6	45 Minute 12

Essential Question(s)

Can two algebraic expressions that appear to be different be equivalent?
How can you solve inequalities?

Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)

The student will:

Part 1: Solving Equations (eight 45-minute) class periods

ALGI.1D Represent relationships among quantities by using and building concrete models, completing tables, constructing graphs or diagrams, writing verbal descriptions, and writing equations and inequalities.
ALGI.3A Use manipulatives, drawings, verbal descriptions, and symbols to represent unknowns and variables in real-world situations.
ALGI.4A Find specific function values; add, subtract, multiply, or divide to simplify polynomial expressions; transform and solve equations including factoring as necessary in problem situations which are expressed in verbal, algebraic, or pictorial (algebra tiles) representations.
ALGI.4B Demonstrate pictorially and algebraically the commutative, associative, and distributive properties to simplify algebraic expressions.
ALGI.7A Analyze situations involving linear functions in forms of a graph, table, equation, or verbal description in order to formulate a linear equation or inequality to solve problems.
ALGI.7B Investigate methods for solving linear equations and inequalities using concrete models, graphs, and the properties of equality, select a method, and solve the equations and inequalities involving one variable or two variables.
ALGI.7C Interpret and determine the reasonableness of solutions to linear equations and inequalities.

Part 2: Solving Equations and Inequalities (four 45-minute) class periods

ALGI.7A Analyze situations involving linear functions in forms of a graph, table, equation, or verbal description in order to formulate a linear equation or inequality to solve problems.
ALGI.7B Investigate methods for solving linear equations and inequalities using concrete models, graphs, and the properties of equality, select a method, and solve the equations and inequalities involving one variable or two variables.
ALGI.7C Interpret and determine the reasonableness of solutions to linear equations and inequalities.

CCRS: IID.1 - Interpret multiple representations of equations and relationships.
IID.2 - Translate among multiple representations of equations and relationships.

TSI Strand: I. Elementary Algebra and Functions II. Intermediate Algebra and Functions

Expected Learning Outcomes

- Solve equations using polynomial expressions.
- Balance inequalities to solve linear equations.

Unit 4: Using Patterns to Develop Linear Functions Students study and apply attributes of patterns to linear functions.	**# Class Periods**	
	90 Minute **4**	45 Minute **8**

Essential Question(s)

What is a function?
How do you functions express relationships?
How can you represent and describe functions?

Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)

The student will:

ALGI.1A Describe independent and dependent quantities in functional relationships.
ALGI.1E Interpret and make decisions, predictions, and critical judgments from functional relationships.
ALGI.2B Identify mathematical domains and ranges and determine reasonable domain and range values for given situations, represented by continuous or discrete data.
ALGI.2C Interpret situations in terms of given graphs or create situations that fit given graphs.
ALGI.4C Connect the function notation of "y =" and "f(x) =" for example, $y = x + 1$ and $f(x) = x + 1$.
ALGI.5A Determine whether or not given situations can be represented by linear functions by determining finite differences and writing an algebraic representation.

CCRS:
VIIIA.1 - Analyze given information.
VIIIA.2 - Formulate a plan or strategy.
VIIIA.3 - Determine a solution.

TSI Strand: I. Elementary Algebra and Functions

Expected Learning Outcomes

- Understand how patterns relate to linear functions.
- Make connections to $y = mx + b$ with other functions.

3rd Cycle	Units 5, 6, 7	27 Days	*The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction and assessment days.*

Unit 5: Representing Patterns as Equations and Graphs Students write various forms of linear equations and connect these equations to their graphs and to the parent graph of a linear function.	**# Class Periods**	
	90 Minute 6	45 Minute 12

Essential Question(s)

How can we create real life models to express variant situations?
How can we express situations that do not vary directly?

Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)

The student will:

Part 1: Slopes of Lines (four 45-minute) class periods

ALGI.6A Develop the concept of slope as rate of change, determine slopes from graphs, tables, and algebraic representations, and express slope as a ratio, decimal, or percent.
ALGI.6B Interpret the meaning of positive, negative, zero, and undefined slopes and x- and y-intercepts in situations using data, symbolic representations, or graphs.
ALGI.6E Determine the intercepts of the graphs of linear functions and zeros of linear functions from graphs, tables, and algebraic representations.
ALGI.6F Interpret and predict the effects of changing slope and y-intercept in applied situations using tabular, graphical, symbolic, and written representations.

Part 2: Characteristics of Linear Functions (eight 45-minute) class periods

ALGI.2A Identify and sketch the graphs of the general forms of linear (f(x) = x) and quadratic (f(x) = x2) parent functions, and describe the graphs verbally and in writing.
ALGI.5A Determine whether or not given situations can be represented by linear functions by determining finite differences and writing an algebraic representation.
ALGI.5B Determine the domain and range for linear functions in given situations which are represented graphically, tabularly, symbolically, verbally, and in writing.
ALGI.5C Use, translate, and make connections among algebraic, tabular, graphical, or verbal descriptions of linear functions.
ALGI.6C Investigate, describe, and predict the effects of changes in m and b on the graph of y = mx + b.
ALGI.6D Graph and write equations of lines given characteristics such as two points, a point and a slope, or a slope and y-intercept when given graphically, symbolically or in written representations.
ALGI.6F Interpret and predict the effects of changing slope and y-intercept in applied situations using tabular, graphical, symbolic, and written representations.
ALGI.7A Analyze situations involving linear functions in forms of a graph, table, equation, or verbal description in order to formulate a linear equation or inequality to solve a problem.
ALG.7B Investigate methods for solving linear equations and inequalities using concrete models, graphs, and the properties of equality, select a method, and solve the equations and inequalities involving one or two variables.
ALGI.7A Analyze situations involving linear functions in forms of a graph, table, equation, or verbal description in order to formulate a linear equation or inequality to solve problems.
ALGI.7B Investigate methods for solving linear equations and inequalities using concrete models, graphs, and the properties of equality, select a method, and solve the equations and inequalities involving one variable or two variables.
ALGI.7C Interpret and determine the reasonableness of solutions to linear equations and inequalities.

CCRS: IID.1 - Interpret multiple representations of equations and relationships.
IID.2 - Translate among multiple representations of equations and relationships.

TSI Strand: I. Elementary Algebra and Functions II. Intermediate Algebra and Functions

Expected Learning Outcomes

- Use equations to represent patterns from everyday life.
- Graph linear equations.

Unit 6: Linear Regression	**# Class Periods**

Students collect data to graph a scatterplot, analyze the correlation to write a line of best fit, and predict outcomes based on that equation.	90 Minute 3	45 Minute 6

Essential Question(s)
How can you solve a system of equations or inequalities?

Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)
The student will:

ALGI.1B Gather and record data and use data sets to determine functional relationships between quantities and write a general equation describing the functional relationship.
ALGI.1C Describe functional relationships for given problem situations, and write linear equations or inequalities and quadratic equations to answer questions arising from the situation.
ALGI.1E Interpret and make decisions, predictions, and critical judgments from functional relationships.
ALGI.2D Collect and organize data, make and interpret scatterplots (including recognizing positive, negative, or no correlation for data approximating linear situations), and model, predict, and make decisions and critical judgments in problem situations.

CCRS: VA.1 - Apply known function models.

TSI Strand: I. Elementary Algebra and Functions

Expected Learning Outcomes
- Collect data and create a scatterplot.
- Analyze scatterplot for significance to make an informed prediction.

Unit 7: Relationships in Systems of Linear Equations Students graph systems of linear equations, connect the graph to a table of values, and determine the solution.	# Class Periods	
	90 Minute 2	45 Minute 4

Essential Question(s)
When do quantities have a nonlinear relationship? What is the significance if they do?
How do we compare the difference between linear and exponential growth?
How can you represent very large and very small numbers?

Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)
The student will:

ALGI.8A Analyze a problem situation that can be represented by a linear system in two unknowns, and develop a plan for solving the system using a concrete representation and linear equations.
ALGI.8B Solve systems of linear equations using concrete models, graphs, tables, and algebraic methods (substitution and elimination).
ALGI.8C Interpret and determine the reasonableness of solutions to systems of linear equations.

CCRS: 1A.1 – Compare real numbers
IIB.1 – Recognize and use algebraic properties, concepts, procedures, and algorithms to combine, transform, and evaluate expressions (e.g., polynomials, radicals, rational expressions).

TSI Strand: I. Elementary Algebra and Functions II. Intermediate Algebra and Functions

Expected Learning Outcomes
- Connect a graph to a set of values to determine a solution.
- Solve an equation using a variety of methods – with and without a calculator.

4th Cycle	Units 8, 9, 10	28 Days	*The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction and assessment days.*

Unit 8: Systems of Linear Equations and Inequalities Students solve systems of linear equations and inequalities using algebraic and graphical methods. They also explore real-world connections to graphs and tables.	**# Class Periods**	
	90 Minute **4**	45 Minute **8**

Essential Question(s)

How can you solve a system of equations or inequalities?

Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)

The student will:

ALG.7B Investigate methods for solving linear equations and inequalities using concrete models, graphs, and the properties of equality, select a method, and solve the equations and inequalities involving one or two variables.
ALGI.7C Interpret and determine the reasonableness of solutions to linear equations and inequalities.
ALGI.8A Analyze a problem situation that can be represented by a linear system in two unknowns, and develop a plan for solving the system using a concrete representation and linear equations.
ALGI.8B Solve systems of linear equations using concrete models, graphs, tables, and algebraic methods (substitution and elimination).
ALGI.8C Interpret and determine the reasonableness of solutions to systems of linear equations.

CCRS: VIIIA.3 - Justify the solution.
VIIIA.4 - Evaluate the problem-solving process.

TSI Strand: I. Elementary Algebra and Functions II. Intermediate Algebra and Functions

Expected Learning Outcomes

- Using a linear equation with two unknowns, show how to solve it.
- Graph linear equations.

Unit 9: Patterns in Polynomials and Exponents Students perform operations on polynomials and exponents and apply these operations to real-world situations.	**# Class Periods**	
	90 Minute 5.5	45 Minute 11

Essential Question(s)

How are the properties of real numbers related to polynomials?
How can you simplify expressions involving exponents?
What are the characteristics of exponential functions?
How can exponential functions be used to model real-life situations?

Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)

The student will:

Part 1: Polynomials and Exponents (six 45-min) class periods

ALGI.3A Use manipulatives, drawings, verbal descriptions, and symbols to represent unknowns and variables in real-world situations.
ALGI.4A Find specific function values; add, subtract, multiply, or divide to simplify polynomial expressions; transform and solve equations including factoring as necessary in problem situations which are expressed in verbal, algebraic, or pictorial (algebra tiles) representations.
ALGI.11A Use patterns to generate properties of exponents and apply these properties in problem-solving situations when given like numerical or variable bases and integer exponents.

Part 2: Multiple Representations of Multiplying Binomials and Factoring Quadratic Expressions (five 45-min) class periods

ALGI.4A Find specific function values; add, subtract, multiply, or divide to simplify polynomial expressions; transform and solve equations including factoring as necessary in problem situations which are expressed in verbal, algebraic, or pictorial (algebra tiles) representations.
ALGI.10A Solve quadratic equations in applied settings using concrete models, tables, graphs, and algebraic methods including factoring and the quadratic formula.
ALGI.10B Make connections among the solutions (roots) of quadratic equations, the zeros of their related functions, and the horizontal intercepts (x-intercepts) of the graph of the function using graphs, tables, or algebraic expressions.

CCRS: VIIIC.2 – Use a function to model a real world situation.
VIIIC.3 – Evaluate the problem-solving process.

TSI Strand: I. Elementary Algebra and Functions II. Intermediate Algebra and Functions

Expected Learning Outcomes

- Understand the use of polynomials and exponents to find specific values.
- Solve quadratic equations using factoring.

Unit 10: Patterns in Quadratic Functions Students analyze patterns to identify and write equations for quadratic functions. They also make connections between a quadratic function equation and transformations to its graph. (continued in cycle 5) .	**# Class Periods**	
	90 Minute 1.5 of 4	45 Minute 3 of 8

Essential Question(s)

What are the characteristics of quadratic functions?
How can you solve a quadratic equation?

Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)

The student will:

ALGI.1D Represent relationships among quantities by using and building concrete models, completing tables, constructing graphs or diagrams, writing verbal descriptions, and writing equations and inequalities.
ALGI.2A Identify and sketch the graphs of the general forms of linear (f(x) = x) and quadratic (f(x) = x2) parent functions, and describe the graphs verbally and in writing.
ALGI.3B Look for patterns in finite differences, determine the value of the zero term, and write the algebraic representation for the given situation.
ALGI.9A Determine the domain and range for quadratic functions from graphic, tabular, symbolic, verbal, and written representations.
ALGI.9B Investigate, describe, and predict the effects of changes in a on the graph of y = ax2 + c.
ALGI.9C Investigate, describe, and predict the effects of changes in c on the graph of y = ax2 + c.
ALGI.9D Analyze maximum or minimum points, direction of opening, symmetry, and x- and y-intercepts of graphs of quadratic functions and draw conclusions from the graph and analysis.

CCRS: IXA.1 – Use mathematical symbols, terminology, and notation to represent given and unknown information in a problem.

TSI Strand: I. Elementary Algebra and Functions II. Intermediate Algebra and Functions

Expected Learning Outcomes

- Write quadratic function equations and show connections to its graph.

5th Cycle	Units 10, 11, 12	29 Days	*The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction and assessment days.*

Unit 10 (continued): Patterns in Quadratic Functions Students analyze patterns to identify and write equations for quadratic functions. They also make connections between a quadratic function equation and transformations to its graph.	**# Class Periods**	
	90 Minute 2.5 of 4	45 Minute 5 of 8

Essential Question(s)

What are the characteristics of quadratic functions?
How can you solve a quadratic equation?

Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)

The student will:

ALGI.1D Represent relationships among quantities by using and building concrete models, completing tables, constructing graphs or diagrams, writing verbal descriptions, and writing equations and inequalities.
ALGI.2A Identify and sketch the graphs of the general forms of linear (f(x) = x) and quadratic (f(x) = x2) parent functions, and describe the graphs verbally and in writing.
ALGI.3B Look for patterns in finite differences, determine the value of the zero term, and write the algebraic representation for the given situation.
ALGI.9A Determine the domain and range for quadratic functions from graphic, tabular, symbolic, verbal, and written representations.
ALGI.9B Investigate, describe, and predict the effects of changes in a on the graph of y = ax2 + c.
ALGI.9C Investigate, describe, and predict the effects of changes in c on the graph of y = ax2 + c.
ALGI.9D Analyze maximum or minimum points, direction of opening, symmetry, and x- and y-intercepts of graphs

CCRS: IXA.1 – Use mathematical symbols, terminology, and notation to represent given and unknown information in a problem.

TSI Strand: I. Elementary Algebra and Functions II. Intermediate Algebra and Functions

Expected Learning Outcomes

- Analyze patterns using quadratic equations.

Unit 11: More Patterns in Quadratic Functions Students connect aspects of quadratic functions to their algebraic, tabular, graphical, and concrete representations. Students apply solving quadratics to the concepts of perimeter and area.	**# Class Periods**	
	90 Minute 5	45 Minute 10

Essential Question(s)

What are the characteristics of quadratic functions?
How can you solve a quadratic equation?

Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)

The student will:

ALGI.1E Interpret and make decisions, predictions, and critical judgments from functional relationships.
ALGI.4A Find specific function values; add, subtract, multiply, or divide to simplify polynomial expressions; transform and solve equations including factoring as necessary in problem situations which are expressed in verbal, algebraic, or pictorial (algebra tiles) representations.
ALGI.9D Analyze maximum or minimum points, direction of opening, symmetry, and x- and y-intercepts of graphs of quadratic functions and draw conclusions from the graph and analysis.
ALGI.10A Solve quadratic equations in applied settings using concrete models, tables, graphs, and algebraic methods including factoring and the quadratic formula.
ALGI.10B Make connections among the solutions (roots) of quadratic equations, the zeros of their related functions, and the horizontal intercepts (x-intercepts) of the graph of the function using graphs, tables, or algebraic expressions.

CCRS:	IXA.2 – Use mathematical language to represent and communicate the mathematical concepts in a problem. IXA.3 – Use mathematics as a language for reasoning, problem solving, making connections, and generalizing.
TSI Strand:	I. Elementary Algebra and Functions II. Intermediate Algebra and Functions
Expected Learning Outcomes • Use quadratic functions to find parameter and area.	

Unit 12: Patterns of Growth and Decay in Exponential Functions and Inverse Variation Students use data to apply exponential functions and inverse variation to real-world situations.	**# Class Periods**	
	90 Minute **4**	45 Minute **8**
Essential Question(s) How can exponential functions be used to model real-life situations?		
Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:		
ALGI.2B Identify mathematical domains and ranges and determine reasonable domain and range values for given situations, represented by continuous or discrete data. ALGI.2D Collect and organize data, make and interpret scatterplots (including recognizing positive, negative, or no correlation for data approximating linear situations), and model, predict, and make decisions and critical judgments in problem situations. ALGI.11A Use patterns to generate properties of exponents and apply these properties in problem-solving situations when given like numerical or variable bases and integer exponents. ALGI.11B Analyze data and represent situations involving inverse variation using concrete models, tables, graphs, or algebraic methods. ALGI.11C Analyze data, and identify and represent situations involving exponential growth and exponential decay using concrete models, tables, graphs, or algebraic methods.		
CCRS: XA.1 – Connect and use multiple strands of mathematics in situations and problems. XA.2 – Connect mathematics to the study of other disciplines.		
TSI Strand: I. Elementary Algebra and Functions		
Expected Learning Outcomes • Apply exponential functions and inverse variation to real world applications.		

6th Cycle	Units 13, 14	38 Days	*The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction and assessment days.*

Unit 13: Readiness and Supporting Standards Review Students review relevant STAAR standards prior to testing using appropriate problem-solving strategies and skills.	**# Class Periods**	
	90 Minute 5	45 Minute 10

Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)

The student will:

Standards to be covered should be based on individual student needs determined by analysis of student performance data.

CCRS:
XB.1 – Use multiple representations to demonstrate links between mathematical and real world situations.
XB.2 – Understand and use appropriate mathematical models in the natural, physical, and social sciences.
XB.3 – Know and understand the use of mathematics in a variety of careers and professions.

TSI Strand: I. Elementary Algebra and Functions II. Intermediate Algebra and Functions

Expected Learning Outcomes

- Demonstrate proficiency in Algebraic skills and reasoning.

Unit 14: Bridging to Algebra II and Geometry Students integrate geometric and algebraic concepts.	**# Class Periods**	
	90 Minute 6	45 Minute 12

Essential Question(s)

How does geometry relate to our use of algebra?

Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)

The student will:

Part 1: Equations of Parallel and Perpendicular Lines (four 45-minute) class periods

GEOM.7B Apply slopes and equations of lines to investigate geometric relationships, including parallel lines, perpendicular lines, and special segments of triangles and other polygons.

GEOM.7C Derive and use formulas involving horizontal, vertical, and oblique distances, slope, and midpoint and use in context to applications of distance and midpoint formulas.

Part 2: Solving Equations and Inequalities (two 45-minute) class periods

ALGII.2A Use and apply tools including factoring and properties of exponents to simplify expressions and to transform and solve equations and inequalities.

Part 3: Linear Functions (six 45-minute) class periods

ALGII.1A Identify the mathematical domains and ranges of functions, determine reasonable domain and range values for continuous and discrete situations, and describe situations given domain and range values.

ALGII.4B Extend parent functions with parameters such as a in $f(x) = a/x$ and including a in $g(x) = a[f(x)]$, k in $g(x) = f(x) + k$, and h in $g(x) = f(x - h)$, and describe the effects of the parameter changes on the graph of parent functions.

CCRS:
IIIA.1 – Identify and represent the features of plane and space figures.
IIIA.2 – Make, test, and use conjectures about one, two, three-dimensional figures and their properties.

TSI Strand: II. Intermediate Algebra and Functions III. Geometry and Measurement

Expected Learning Outcomes

- Use geometry to solve real world applications.

Attachment E2

Requirements for Promotion and Graduation

Meadow Oaks Education Foundation
DBA Pioneer Technology & Arts Academy
Retention and Promotion

General
It is the policy of Meadow Oaks Education Foundation d/b/a Pioneer Technology & Arts Academy (the "School") to comply with all applicable state and federal laws and regulations regarding student retention and promotion.

Student Advancement
A student may be promoted only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level.

In determining promotion, the School shall consider:

1. The recommendation of the student's teacher;
2. The student's grade in each subject or course;
3. The student's score on an assessment instrument administered under Education Code 39.023(a), (b), or (l), to the extent applicable; and
4. Any other necessary academic information, as determined by the School.

Grade Advancement (Grade 8)
In addition to Board policy relating to student advancement, students in grades 8 must demonstrate proficiency in reading and mathematics, as required by Education Code 28.0211(a), in order to advance to the next grade.

A student demonstrates proficiency by meeting the passing standard on the appropriate assessment instrument specified by 19 Administrative Code 101.2003(a) [see GRADE ADVANCEMENT TESTING, below] or on a state-approved alternate assessment authorized by 19 Administrative Code 101.2011 [see ALTERNATE ASSESSMENT, below].

A student who does not demonstrate proficiency may advance to the next grade only if:

1. The student has completed the required accelerated instruction under 19 Administrative Code 101.2006 [see ACCELERATED INSTRUCTION, below];
2. The student's grade placement committee (GPC) determines by unanimous decision, in accordance with the standards for promotion established by the board, that the student is likely to perform at grade level at the end of the next year given additional accelerated instruction. In accordance with Education Code 28.021, to determine grade promotion, a district is required to consider:
    a. The recommendation of the student's teacher;
    b. The student's grades;
    c. The student's assessment scores; and

d. Any other necessary academic information; and

3. In accordance with Education Code 28.0211(n), the School will ensure that the student who is promoted by the GPC under 19 Administrative Code 101.2007 shall be assigned to a teacher who meets all state and federal qualifications to teach the subject and grade in each subject in which the student failed to perform satisfactorily on an assessment instrument specified under Education Code 28.0211(a).

Advancement Requirements

By the start of the school year, the School shall make public the requirements for student advancement under Education Code 28.021.

The superintendent shall also notify parents of the grade advancement requirements under Education Code 28.0211 at the beginning of the school year. The school shall implement grade advancement requirements in accordance with 19 Administrative Code Chapter 101, Subchapter BB and the TEA procedures outlined in the official Student Success Initiative (SSI) manual, published annually by TEA.

Retention

The School is not precluded from retaining, in accordance with state law or board policy, a student who performs satisfactorily on a grade advancement test.

Students who have been retained in grade 8 in accordance with the grade advancement testing requirements may earn course credit for high school graduation during the next school year in subject areas other than the required courses in the subject area which caused the student to be retained.

Grade Advancement Testing

The school shall test eligible students in accordance with the grade advancement requirements set forth below.

Eligible Students

An eligible student is subject to all grade advancement requirements, including automatic retention, if the student is enrolled in the School on any day between January 1 and the date of the first administration of the grade advancement assessments.

An eligible student who does not meet the criteria specified above but enrolls in the School at any time after the date of the first administration of the grade advancement assessments is not subject to the grade advancement requirements.

The School must provide the student the opportunity to test and access to accelerated instruction.

Required Assessment

A student may not be promoted to:

1. The ninth grade program to which the student would otherwise be assigned if the student does not perform satisfactorily on the eighth grade mathematics and reading assessment instruments.

Exception

Education Code 28.0211 does not require the administration of a eighth grade assessment instrument in a subject under Education Code 39.023(a) to a student enrolled in the eighth grade, as applicable, if the student:

1. Is enrolled in a course in the subject intended for students above the student's grade level and will be administered an assessment instrument adopted or developed under Education Code 39.023(a) that aligns with the curriculum for the course in which the student is enrolled; or

2. Is enrolled in a course in the subject for which the student will receive high school academic credit and will be administered an end-of-course assessment instrument for the course.

Notwithstanding any other provision of Education Code 28.0211, the student may not be denied promotion on the basis of failure to perform satisfactorily on an assessment instrument not required to be administered to the student, nor may a student in ~~grade 5 or~~ grade 8 be denied promotion to the next grade on the basis of failure to perform satisfactorily on a reading or mathematics assessment instrument intended for use above the student's grade level.

Test Schedule

TEA shall provide three opportunities per year for the tests required for grade advancement. The superintendent shall establish procedures to ensure that:

1. Each eligible student who is absent or does not receive a test score for any test administration shall receive appropriate accelerated instruction as warranted on an individual basis; and

2. Each eligible student who is absent or does not receive a test score for all three test opportunities and is consequently retained shall receive other appropriate means of evaluation, including an alternate assessment, so that the Grade Placement Committee ("GPC") has sufficient evidence for its review upon appeal by a parent or guardian.

The School must accommodate the request of an out-of-district student to participate in the third administration of a test required for grade advancement if the School is testing one or more local students on the applicable test and if the out-of-district student has registered to take the test by a date determined by TEA.

Notice of Grade Advancement Testing Requirements

The superintendent shall be responsible for:

1. Notifying each student and the student's parent or guardian in writing no later than the beginning of the student's sixth grade, of the testing requirements for grade advancement;
2. Notifying each student in grades 6-8 who is new to the School and the student's parent or guardian in writing of the testing requirements for grade advancement; and
3. Notifying each student required to take the grade advancement tests of the dates, times, and locations of testing.

Unsatisfactory Performance on Grade Advancement Tests

The School shall provide to a student who initially fails to perform satisfactorily on a grade advancement test at least two additional opportunities to take the assessment instrument.

Accelerated Instruction

Each time a student fails to perform satisfactorily on a grade advancement test, the School shall provide the student with accelerated instruction in the applicable subject area. Accelerated instruction may require participation of the student before or after normal school hours and may include participation at times of the year outside normal school operations. Accelerated instruction shall be based on, but not limited to, guidelines on research-based best practices and effective strategies as outlined in the SSI manual, which the School may use for developing accelerated instruction.

Before the Next School Year

A student who fails to perform satisfactorily on a grade advancement test shall be provided accelerated instruction before the next administration of the applicable assessment. An accelerated instruction group for students who have failed an assessment may not have a ratio of more than ten students for each teacher per class.

During the Next School Year

If a student fails to perform satisfactorily on a grade advancement test after three attempts, the accelerated instruction shall be provided during the next school year according to an educational plan developed for the student by the student's GPC. The School shall provide the instruction regardless of whether the student has been promoted or retained. The educational plan shall be designed to enable the student to perform at the appropriate grade level by the conclusion of the school year. During the school year, the student shall be monitored to ensure the student is progressing in accordance with the plan. The School shall administer to the student the assessment instrument for the grade level in which the student is placed at the time the district regularly administers the assessment instrument for that school year.

Transportation

The School shall provide students required to attend the accelerated programs described above with transportation to those programs if the programs occur outside of regular school hours.

Notice to Parents of Performance and Accelerated Instruction

In addition to providing the accelerated instruction, the School shall notify the student's parent or guardian of:

1. The student's failure to perform satisfactorily on the assessment instrument;
2. The accelerated instruction program to which the student is assigned; and
3. The possibility that the student might be retained at the same grade level for the next school year.

Whenever the School is required to notify a parent or guardian about the requirements related to promotion and accelerated instruction, the School shall make a good-faith effort to ensure that the notice is provided either in person or by regular mail, is clear and easy to understand, and is written in English or in the parent or guardian's native language.

After Early Identification of At-Risk Students, Notice

The School shall provide early notice to parents or guardians of students identified in a preceding grade to be at risk of failure on the first administration of the assessment required for grade advancement the next year. The superintendent shall establish the instruments/procedures to be used to make this determination. This notice shall include accelerated instruction participation requirements as stipulated by 19 Administrative Code 101.2006 and be provided before the end of the school year preceding the grade advancement requirements.

After First Testing Opportunity, Notice

The School shall establish procedures to notify the parent or guardian of a student who has failed to demonstrate proficiency on the first administration of a grade advancement assessment. This notification should be made within five working days of the School's receipt of student assessment results from this administration. This notice shall include the student's assessment results, a description of the School's grade advancement policy, the required accelerated instruction to which the student has been assigned, and the possibility that the student might be retained at the same grade level for the next school year. In addition, the notice shall encourage parents or guardians to meet immediately with the student's teacher to outline mutual responsibilities to support the student during accelerated instruction.

After First Testing Opportunity, Grade Placement Committee ("GPC")

After a student fails to perform satisfactorily on an assessment instrument a second time, a GPC shall be established to prescribe the accelerated instruction the student is to receive before the assessment instrument is administered the third time. The superintendent shall establish procedures for convening the GPC.

In accordance with 19 Administrative Code 101.2006(d), decisions by the GPC shall be made on an individual student basis, address required participation of the student in accelerated instruction, and ensure the most effective instruction to support the student's academic achievement on grade level.

The GPC shall be composed of the principal or the principal's designee, the student's parent or guardian, and the student's teacher of the subject of the grade advancement assessment on which the student failed to perform satisfactorily. If this teacher is unavailable, the principal shall designate to serve on the committee a teacher certified in the subject of the assessment on which the student failed to perform satisfactorily and who is most familiar with the student's performance in that subject area.

If more than one parent or guardian has the authority to make educational decisions regarding the student, a good faith effort must be made to notify both parents, but participation of any one parent or guardian is sufficient. Either parent or only one guardian may initiate an appeal. If both parents or guardians serve on the GPC but do not agree, either may agree to promote the student if the remaining members of the GPC also agree to the promotion. The School may accept a parent's or guardian's written designation of another person to serve on the GPC for all purposes. The School may accept a parent's or guardian's written and signed waiver of participation in the GPC and designation of the remaining members of the GPC as the decision-making entity for all purposes.

If a parent or guardian or designee is unable to attend a meeting, the School may use other methods to ensure parent participation, including individual or conference telephone calls. The School may designate another person to act on behalf of the student in place of a parent, guardian, or designee if no such person can be located. A surrogate parent named to act on behalf of a student with a disability shall be considered a parent for this purpose. The School shall make a good faith effort to notify a parent or guardian to attend the GPC. If the parent or guardian is unavailable, the remaining members of the GPC must convene as required by law and take all necessary actions required.

Alternate Assessment

For the third testing opportunity, the Board may choose to use a state-approved alternate assessment instead of the statewide assessment instrument. If the Board adopts such a policy, the School shall select from a list provided annually by the Commissioner only one test for each applicable grade and subject. The alternate assessment must be given during the period established by the Commissioner in the assessment calendar to coincide with the date of the third administration of the statewide assessment.

Parental Waiver

The superintendent shall establish a waiver process by which a parent or guardian may request that a student not participate in the third test opportunity due to potential harm to the student. The waiver must provide documentation of potential harm, student need, and other appropriate information. If a parental waiver is granted, the student must still participate in all required accelerated instruction and is subject to retention based on the failure on the second test administration.

After Third Testing Opportunity, Notice

The GPC must convene again if a student fails to demonstrate proficiency on the third administration of an assessment required for grade advancement and is thereby automatically retained at the same grade level. Within five working days of receipt of

student assessment results for this administration, the School shall notify the campus principal of the assessment results for each eligible student who fails to demonstrate proficiency. Upon receipt of this notice, the principal shall notify the teacher and parent or guardian of the time and place for the GPC to hold a meeting. This notice shall inform the parent or guardian of the opportunity to appeal the automatic retention of the student. The School shall establish a procedure to ensure a good faith effort is made toward securing the parent's or guardian's receipt of the retention notification.

After Third Testing Opportunity, Retention and Appeal

A student who fails to perform satisfactorily after at least three attempts on one of the grade advancement tests shall be retained at the same grade level for the next school year. The parent or guardian may appeal the retention by submitting a request to the GPC within five working days of receipt of the retention notification.

The GPC may not agree to promote a student unless a parent, guardian, or designee has appealed.

If an appeal is initiated by the parent or guardian, the GPC may decide in favor of promotion only if the GPC concludes, upon review of all facts and circumstances, and in accordance with standards adopted by the board, that the student is likely to perform on grade level given additional accelerated instruction during the next school year. A student may be promoted only if the decision of the GPC is unanimous and the student has completed all required accelerated instruction.

The review and decision of the GPC must be appropriately documented as meeting the standards adopted by the Board and made in conformance with procedures specified in the SSI manual and as required by 19 Administrative Code 101.2001(b). These standards must include consideration of the following:

1. The recommendation of the student's teacher;
2. The student's grades;
3. The student's assessment scores; and
4. Any other necessary academic information as determined by the School.

The placement decision by the GPC shall be made before the start of the next school year, or if applicable, upon re-enrollment of the student after this date. The committee's decision regarding placement is final and may not be appealed.

After Third Testing Opportunity, Accelerated Instruction

A student who fails to perform satisfactorily on a grade advancement test after three attempts and who is promoted to the next grade level must complete all required accelerated instruction before placement in the next grade level. A student who fails to complete required accelerated instruction may not be promoted.

In each subject in which the student failed to perform satisfactorily on the grade advancement test, a student who is promoted by the GPC must be assigned to a teacher who meets all state and federal qualifications to teach that subject and grade.

Transfer Students

A student who has been promoted upon completion of a school year in a school other than a Texas public school may be enrolled in that grade without regard to whether the student has successfully completed a grade advancement test. This does not limit the School's ability to appropriately place such a student.

English Language Learners (ELL)

The language proficiency assessment committee (LPAC) shall determine appropriate assessment and accelerated instruction for an English language learner (ELL) who is administered a grade advancement test in English or Spanish, except as provided by 19 Administrative Code 101.1005. The GPC for an ELL shall make its decisions in consultation with a member of the student's LPAC.

Students Receiving Special Education Services

A student who is receiving special education services, including an ELL, who is enrolled in grade 8, and who is receiving instruction in the essential knowledge and skills in reading or mathematics is eligible for grade advancement testing as outlined in the official SSI manual. The student's admission, review, and dismissal (ARD) committee shall determine appropriate assessment and accelerated instruction for the student. Decisions regarding assessments for ELLs who receive special education services shall be made by the ARD committee in conjunction with the LPAC.

Students With Dyslexia

In measuring the academic achievement or proficiency of a student who has dyslexia, the student's potential for achievement or proficiency in the area must be considered.

Age-Appropriate Assignment

The Board may establish a policy that provides for the placement of retained students in an age-appropriate learning environment. In accordance with local grade configurations for elementary and middle schools, the Board may specify the age by which a retained student should be placed on the next level campus even though not yet promoted to the grade of that campus.

Optional Extended-Year Program

A student who does not meet the School's standards or policies for promotion on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level shall be eligible for services under the optional extended-year program.

A student who attends at least 90 percent of the extended-year program days and who satisfies the requirements for promotion (academic achievement or demonstrated proficiency of the subject matter of the course or grade level) shall be promoted to the next grade level at the beginning of the next school year. However, if the student's parent presents a written request to the School principal asking that the student not be promoted, the principal shall hold a formal meeting with the parent, the teacher, and the school counselor, as soon as practicable after receiving such a request. During the meeting, the

principal, teacher, or school counselor shall explain the possible effects of not promoting a student. If the parent withdraws the request after the meeting, the student shall be promoted, and the School shall continue to use innovative practices to ensure that the student is successful in school in succeeding school years.

If the School provides an extended-year program, it shall adopt a policy designed to lead to immediate reduction and ultimate elimination of student retention.

Attachment E3

Admission and Enrollment Policies

MEADOW OAKS EDUCATION FOUNDATION
D/B/A PIONEER TECHNOLOGY & ARTS ACADEMY
ADMISSIONS AND ENROLLMENT

Non-discrimination Statement as Part of the School's Admission Policy

It is the policy of Meadow Oaks Education Foundation d/b/a Pioneer Technology & Arts Academy (the "School") to comply with all state and federal regulations regarding admission and not to discriminate during the admission and the lottery process on the basis of gender, national origin, ethnicity, religion, disability, academic, artistic, athletic ability, or the district the child would otherwise attend.

Application Requirement

The School requires applicants to submit a complete application form in order to be considered for admission. For the first year of operation of a campus, the application period begins on January 10th (beginning date) and ends on June 25th (closing date). For each subsequent year of operation, the beginning and closing dates of the application period shall be January 10th and March 15th of each year, respectively.

In order to be eligible for admission, the applicant or qualifying occupant specified by Education Code 25.001(b) must generally reside in the geographic boundaries of the School and satisfy any other admissions criteria specified in this policy. See **Verification of Residency** below.

Lottery Provisions

A "lottery" for purposes of this policy is a non-weighted, random selection process that determines the order of enrollment of student applicants. A lottery is to be conducted if the number of applicants exceeds the maximum enrollment. The lottery shall take place within fifteen days after the closing date of the application period. The lottery will be conducted via lottery selection software. The principal or designee of each campus will conduct the computerized lottery, with supervision by at least one member of the sponsoring entity or his or her designee and a representative from the School's Central Office. This ensures that the admissions list and the waiting list are selected randomly. Results of the lottery shall be certified by a notary public.

Development of Waiting List

The lottery will be paused momentarily after the computerized lottery fills all available seats allowed by the enrollment cap. The drawing will then continue, and the randomly-selected numbers will be used to create a waiting list. As space become available, applicants will be called from the waiting list beginning with applicants with the lowest number assignment. Applicants selected by lottery will be "deemed admitted" and may proceed from provisional admission (Texas Education Code Section 25.002) to enrollment.

Admission Process of Returning Students
Returning students (students who currently attend the School and intend to return the next school year) are exempted from the lottery if they notify the School of their intent to return for the next school year by February 1st of the current school year.

Siblings Policy and Children of the School's Founders and Employees
Siblings of returning students currently enrolled at School campus and who timely notify the School of their intent to return for the next school year are exempt from the lottery and, space permitting, are automatically enrolled. For this policy "sibling" shall mean a biological or legally adopted brother or sister residing in the same household as the applicant. Cousins, nieces, nephews and unrelated children sharing an address with the applicant are not siblings. Sibling enrollment is dependent on available space and does not guarantee enrollment of each listed sibling.

Children of the School's founders, teachers, and staff (so long as the total number of students allowed constitutes only a small percentage of the total enrollment) are exempt from lottery requirements, as permitted by federal guidance on the Charter Schools Program.

Withdrawals from School
A parent wishing to withdraw a student from school should notify or call the registrar at least 48 hours prior to withdrawal for information on specific procedures and times for withdrawals. The director or other campus administrator will verify the information when the parent arrives to provide the name of the new school, new home address, and phone number, if applicable. The formal withdrawal request must be signed for use as documentation that the student will continue to be enrolled in a school as required by the compulsory attendance laws. If a student withdraws from enrollment, the space will be filled from the waiting list beginning with applicants with the lowest number assignment.

A student who is 18 years or older may request withdrawal without a parent's or guardian's signature.

Re-Enrollment
Students wishing to re-enroll are subject to this policy, including the procedures regarding a lottery and waiting list.

Applications Submitted Outside the Designated Application Period
If a student applies to the School outside of the designated application period, the student will be placed on a waiting list in the order of the date in which the application is received.

Students with documented histories of a criminal offense and/or misconduct
As authorized by Education Code § 12.111(a)(5)(A), the School shall exclude from enrollment those students who have a documented history of a criminal offense, a juvenile court adjudication, or other discipline problems under Subchapter A, Chapter 37 of the Education Code.

Documents and Information Applicants are Required to Provide
Applicants must submit a completed application form to be considered for admission. The application form must be signed and dated by the parent(s). The application form must include the following items:

- ❑ Applicant's name (first, last, and middle names)
- ❑ Applicant's birth date
- ❑ Applicant's current grade level and grade applied for
- ❑ Applicant's residential address
- ❑ Phone numbers
- ❑ Applicant's current school and district names
- ❑ Applicant's parents' name and signature
- ❑ Whether the applicant has a sibling already admitted to or attending the School
- ❑ Whether the applicant has a documented history of a criminal offense, a juvenile court adjudication, or discipline problems under Subchapter A, Chapter 37 of the Education Code.

Applicants are not required to provide transcripts or other academic records until after they are offered admission.

Verification of Residency And Immunization Records for Enrollment
Verification of residency and current immunization records are required for all students enrolling. Every student enrolling for the first time must present a signed statement from a physician or documentation of immunizations as required by the Texas Department of Health, no later than 30 days after enrolling. Students who submit an affidavit from a physician stating immunizations should not be administered for medical reasons, and students who submit an affidavit signed by the student's parent or guardian declining immunizations for reasons of conscience, will be exempt from this requirement. The parent or guardian must furnish records that verify the identity of the student.

A person's "residence," for the purpose of this policy is the true, fixed and permanent place where the qualifying occupant ordinarily lives and sleeps, not less than four nights during the school week and to which, when temporarily absent from the residence, the occupant intends to return. The qualifying occupant specified by Education Code 25.001(b) must generally reside in the authorized geographic boundaries of the School, as described in the School's charter. A person who is homeless, as defined by

42 U.S.C. 11302, need not reside within the geographic boundaries of the School. In order to verify residency for enrollment, acceptable evidence of residency includes:

- Current property tax bill with parent/guardian's name and property address;
- Current rental or lease agreement with parent/guardian's name, student name, and address, as well as manager or owner's name and telephone number;
- Documents related to the purchase of the residence with the parent/guardian's name and property address;
- Mail dated within 60 days before the application date from the following sources:
  - Social Security Administration;
  - A Texas State government agency;
  - Utility companies;
  - Credit card bill;
  - Financial institutions; including checking or savings;
  - Insurance companies;
  - State and Federal Revenue documents;
  - Paycheck information.
  - Other sources or documents demonstrating residency

If, at any time, a student's or qualifying occupant's residence is in question, the School may ask for additional documents for verification. If the parent or legal guardian cannot provide evidence of residency because the parent or legal guardian is living with a relative or friend, a notarized statement by the relative or friend may be accepted by the School with the following stipulation:

- Notarized statement must state that the parent or legal guardian and child are living with the relative/friend;
- Notarized statement must state the name of relative or friend who is on the relative who is on the relative or friend's proof of residence;
- Notarized statement must state the same address of relative or friend who is on the relative or friend's proof of residence;
- A copy of the relative or friend's proof of residence must be attached to the notarized statement (meeting the documentation criteria described above); and
- The notarized statement must be signed by same name of relative or friend who is on the relative or friend's proof of residence.

Subsequently, within 60 days, at least two current documents, the School must be provided confirmation of residency from one or more of the following sources:

- Credit card companies;
- U. S. Treasury;
- Social Security Administration, including benefits letter;
- Texas State government agencies (including city and county agencies);
- Utility companies;
- Financial institutions including checking, savings, or investment account statements;
- Insurance companies;
- State and Federal Revenue departments.

The School may conduct home-visits, at any time, to confirm residency of applicants and enrolled students. Falsification of residence on an enrollment form is a criminal offense.

Adult Student Attendance Requirement For Continued Admission

A person who voluntarily attends school after his or her 18th birthday shall attend school each school day for the entire period the program of instruction is offered. The School may revoke, for the remainder of the school year, the enrollment of a person who has more than five (5) absences in a semester that are not excused under Education Code § 25.087. A person whose enrollment is revoked under this subsection may be considered an unauthorized person on School grounds and a criminal trespass warning may be issued.

Student Residency Separate From Parent/Guardian

In order to protect the best interests of students enrolled, for purposes of students under the age of 18 who have established a residence apart from the person's parent, guardian, or other person having lawful control, such persons must establish their separate residency and verify it with documentation acceptable to the School in the same manner as other students. However, a student under 18 and not living with parents or guardian, who has engaged in conduct in the preceding year that has resulted in a disciplinary removal, alternative placement or expulsion, or who has engaged in delinquent conduct or conduct in need of supervision and is on probation or other conditional release for that conduct, or has been convicted of a criminal offense and is on probation or other conditional release, shall not be admitted to the School. The Superintendent shall follow **Exclusion of Students With Certain Histories**, above, in making such determination.

McKinney-Vento Policy Statement

"Homelessness" means lacking a fixed, regular, and adequate nighttime residence. The Superintendent or designee shall appoint a Liaison for Homeless Children and Youths to serve as the primary contact between homeless families and school staff, shelter workers, and other service providers. The liaison will also assist in obtaining necessary immunizations, if needed. If a dispute arises over the enrollment of a homeless child, he shall be immediately admitted to the School until resolution of the dispute.

McKinney-Vento Compliance

The School shall strive to enroll and have attend, homeless children who are not currently attending school and shall adopt policies and practices to ensure that students, including homeless children are not stigmatized or segregated on the basis of their homeless status. The School shall review and revise policies which act as barriers to the enrollment of homeless children. In determining homelessness, the School shall give consideration to factors such as transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship.

As a condition of receiving funds under the McKinney-Vento Homeless Education Assistance Improvements Act, the School shall serve homeless children according to their best interests. In determining the best interest of a child, the School shall:

1. To the extent feasible, keep a homeless child in the school of origin—the school that the child attended when permanently housed or the school in which the child was last enrolled—except when doing so is contrary to the wishes of the child's parent or guardian;
2. Provide a written explanation to the homeless child's parent or guardian, including a statement of appeal rights, if the School sends the child to a school other than the school of origin or a school requested by the parent or guardian; and
3. In the case of an unaccompanied youth, consider the views of the child and provide the notice required in the event of an enrollment dispute.

The School selected for attendance in accordance with the McKinney-Vento Homeless Education Assistance Improvements Act shall immediately enroll a homeless child even if the child is unable to produce records normally required for enrollment. The School shall immediately contact the last School the child attended in an attempt to obtain relevant academic and other records. If the child needs immunizations, or immunization or medical records, the School shall immediately refer the child's parent or legal guardian to the School's homeless liaison for assistance.

Should a dispute arise over school identification and/or enrollment thought to be homeless, the child shall be immediately admitted to the School pending resolution of the dispute. The School shall provide the child's parent or guardian with a written

explanation of the decision regarding school selection or enrollment, including the right to appeal the School's enrollment decision. The School shall also refer the child, parent, or guardian to the homeless liaison, who shall conduct a dispute resolution process as expeditiously as possible.

Discrepancies in Student Name

The Superintendent or designee shall notify the Missing Children and Missing Persons Information Clearinghouse if a child is enrolled under a name other than the name that appears on the identifying documents. If a student's records have not been received within 30 days of a request, the Superintendent or designee shall notify local law enforcement for a determination of whether the child has been reported as missing.

Food Allergy Information

The parent of each student enrolled at the School must complete a form provided by the School that discloses (1) whether the child has a food allergy or a severe food allergy that should be disclosed to the School to enable the School to take any necessary precautions regarding the child's safety and (2) specifies the food(s) to which the child is allergic and the nature of the allergic reaction.

For purposes of this requirement, the term "severe food allergy" means a dangerous or life-threatening reaction of the human body to a food-borne allergen introduced by inhalation, ingestion, or skin contact that requires immediate medical attention.

The School may also require information from a child's physician if the child has food allergies.

Food allergy information forms will be maintained in the child's student records, and shall remain confidential. Information provided on food allergy information forms may be disclosed to teachers, school counselors, school nurses, and other appropriate school personnel only to the extent consistent with Board policy and as permissible under the Family Educational Rights and Privacy Act of 1974 ("FERPA").

Screening

The Principal or designee at each campus shall ensure that each student admitted to that campus has complied with the requirements for screening of special senses and communicative disorders, spinal screening, and a risk assessment for Type 2 diabetes or has submitted an affidavit of exemption.

Attachment E4

Discipline Policy

MEADOW OAKS EDUCATION FOUNDATION
D/B/A PIONEER TECHNOLOGY & ARTS ACADEMY
STUDENT DISCIPLINE

General Guidelines

Meadow Oaks Education Foundation d/b/a Pioneer Technology & Arts Academy (the "School") personnel shall adhere to the following general guidelines when imposing discipline:

1. A student shall be disciplined when necessary to improve the student's behavior, to maintain essential order, or to protect other students, school employees, or property.
2. Students shall be treated fairly and equitably. Discipline shall be based on a careful assessment of the circumstances of each case.

Student Code of Conduct

At the beginning of the school year and throughout the school year as necessary, the Student Code of Conduct shall be:

1. Made available for review in the Principal's office; and
2. Made available on the School's Web site and/or as hard copy to students, parents, teachers, administrators, and to others on request.

Revisions

Revisions to the Student Code of Conduct approved by the Board during the year shall be made available promptly to students and parents, teachers, administrators, and others.

Corporal Punishment

The Board prohibits the use of corporal punishment in the School. Students shall not be spanked, paddled, or otherwise physically disciplined for violations of the Student Code of Conduct.

Extracurricular Standards of Behavior

Sponsors and coaches of extracurricular activities may develop and submit for approval standards of behavior that are higher than the School-developed Student Code of Conduct and may condition membership or participation in the activity on adherence to those standards. Extracurricular standards of behavior may take into consideration conduct that occurs at any time, on or off School property. Extracurricular behavioral standards shall not have the effect of discriminating on the basis of gender, race, color, disability, religion, ethnicity, or national origin.

Students shall be informed of any extracurricular behavior standards at the beginning of each school year or when the students first begin participation in the activity. Students

and their parents shall sign and return to the sponsor or coach a statement that they have read the extracurricular behavior standards and consent to them as a condition of participation in the activity.

Standards of behavior for an extracurricular activity are independent of the Student Code of Conduct. Violations of these standards of behavior that are also violations of the Student Code of Conduct may result in independent disciplinary actions.

A student may be removed from participation in extracurricular activities or may be excluded from school honors for violation of extracurricular standards of behavior for an activity or for violation of the Student Code of Conduct.

Restorative Discipline

"The fundamental premise of restorative practices is that people are happier, more cooperative and productive, and more likely to make positive changes when those in authority do things WITH them, rather than TO them or FOR them" - Ted Wachtel, The international institute for Restorative Practices. Restorative Discipline will be used throughout all grade levels to allow students to better understand different points of view, to reduce conflict and bullying, to increase students' feelings of connectedness and to increase their self-confidence in making the right choices. The Restorative Discipline process gives students more opportunities for skill building, cooperation and mutual understanding.

Positive Reinforcement

The School recognizes that research shows positive reinforcement improves student behavior and academic performance. Teachers and Administrators are encouraged to develop appropriate methods whereby students can earn rewards daily, weekly or monthly to reinforce appropriate behavior such as planning assemblies, which highlight character education qualities and motivate student achievement and individual teachers using stickers, stamps, rewards charts, and positive notes home for positive behavior.

Expulsion

The Superintendent or designee shall determine conduct for which students may be expelled from school. Expellable offenses shall be described in the Student Code of Conduct, which shall be distributed to students and parents on an annual basis, as well as made available at each School campus and posted on the School's Web site.

Federal Firearm Provision

In accordance with the Gun-Free Schools Act, the School shall expel from the student's regular program, for a period of one year, any student who is determined to have brought a firearm, as defined by federal law, to any School campus. The Superintendent may modify the term of expulsion for a student or assess another

comparable penalty that results in the student's exclusion from the regular school program on a case-by-case basis.

For the purposes of this provision, "firearm" means:

1. Any weapon (including a starter gun), which will or is designed to or which may readily be converted to expel a projectile by the action of an explosive;
2. The frame or receiver of any such weapon;
3. Any firearm muffler or firearm silencer; or
4. Any destructive device. "Destructive device" means any explosive, incendiary, or poison gas bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or device similar to any of the preceding described devices. It also means any type of weapon (other than a shotgun shell or a shotgun that is generally recognized as particularly suitable for sporting purposes) by whatever name known which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter; and any combination of parts either designed or intended for use in converting any device into a destructive device as described in this item, and from which a destructive device may be readily assembled.

Expulsion Proceedings

Due Process

Before a student may be expelled, the Board or its designee shall provide the student a hearing at which the student is afforded appropriate due process as required by the federal constitution.

The minimum procedural requirements necessary to satisfy due process depend upon the circumstances and the interests of the parties involved. Federal due process requires notice and some opportunity for hearing.

Notice

The notice should contain a statement of the specific charges and grounds that, if proven, would justify expulsion. In some cases, the student should be given the names of the witnesses against him or her and an oral or written report on the facts to which each witness testifies.

Hearing

The rights of the student may properly be determined upon the hearsay evidence of school administrators who investigate disciplinary infractions.

Representative

At the hearing, the student is entitled to be represented by the student's parent, guardian, or another adult who can provide guidance to the student and who is not an employee of the School. If the School makes a good-faith effort to inform the student and the student's parent or guardian of the time and place of the hearing, the School may hold the hearing regardless of whether the student, the student's parent or guardian, or another adult representing the student attends.

Term of Expulsion
If the period of expulsion is inconsistent with the guidelines on length of expulsion in the Student Code of Conduct, the order must give notice of the inconsistency.

Appeals
A decision by the Board's designee to expel a student may be appealed to the Board. If the hearing is not before the Board directly, the results and findings of the hearing should be presented in a report open to the student's inspection.

Special Education Students
Except as set forth below, the placement of a student with a disability who receives special education services may be made only by a duly constituted admission, review, and dismissal (ARD) committee. Any disciplinary action regarding the student shall be determined in accordance with federal law and regulations.

Removal for Ten Days or Less
A student with a disability who violates the Student Code of Conduct may be moved form his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than ten consecutive school days, to the extent those alternatives are applied to children without disabilities.

Services During Removal
The School is required to provide services during the period of removal if the School provides services to a child without disabilities who is similarly removed.

Subsequent Removals of Ten Days or Less
School personnel may remove the student for additional removals of not more than ten consecutive school days in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change in placement.

Services During Removal
After a student has been removed from his or her current placement for ten school days in the same school year, during any subsequent removal of ten consecutive school days or less, school personnel, in consultation with at least one of the student's teachers, shall determine the extent to which services are needed so as to enable the student to continue to participate in the general education curriculum,

although in another setting, and to progress toward meeting the goals set out in the student's IEP.

Notice of Procedural Safeguards
Not later than the date on which the decision to take the disciplinary action is made, the School shall notify the student's parents of the decision and of all procedural safeguards.

Changes in Placement
Any disciplinary action that would constitute a change in placement may be taken only after the student's ARD committee conducts a manifestation determination review.

For purposes of disciplinary removal of a student with a disability, a change in placement occurs if a student is:

1. Removed from the student's current educational placement for more than ten consecutive school days; or
2. Subjected to a series of removals that constitute a pattern because:
   a. The series of removals total more than ten school days in a school year;
   b. The student's behavior is substantially similar to the student's behavior in the previous incidents that resulted in the series of removals; and
   c. Additional factors exist, such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another.

The School determines, on a case-by-case basis, whether a pattern of removals constitutes a change in placement. The School's determination is subject to review through due process and judicial proceedings.

School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a student who violates the Student Code of Conduct.

Manifestation Determination
Within ten school days of any decision to change the placement of a student because of a violation of the Student Code of Conduct, the School, parents, and relevant members of the ARD committee (as determined by the parent and the School) shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents to determine whether the conduct in question was:

1. Caused by, or had a direct and substantial relationship to, the student's disability; or

2. The direct result of the School's failure to implement the IEP.

If the School, the parent, and relevant members of the ARD committee determine that either of the above is applicable, the conduct shall be determined to be a manifestation of the student's disability.

Not a Manifestation
If the determination is that the student's behavior was not a manifestation of the student's disability, school personnel may apply the relevant disciplinary procedures to the student in the same manner and for the same duration as for students without disabilities. The ARD committee shall determine the interim alternative educational setting.

Services During Removal
The student must:

1. Continue to receive educational services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the student's IEP.
2. Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.

These services may be provided in an interim alternative educational setting.

Manifestation
If the School, the parents, and relevant members of the ARD committee determine that the conduct was a manifestation of the student's disability, the ARD committee shall:

1. Conduct a functional behavioral assessment (FBA), unless the School had conducted an FBA before the behavior that resulted in the change in placement occurred, and implement a behavioral intervention plan (BIP) for the student; or
2. If a BIP has already been developed, review the BIP and modify it, as necessary, to address the behavior.

Except as provided at SPECIAL CIRCUMSTANCES, below, the ARD committee shall return the student to the placement from which the student was removed, unless the parent and the School agree to a change in placement as part of the modification of the BIP.

Special Circumstances

School personnel may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability, if the student:

1. Carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of TEA or the School; or
2. Knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of TEA or the School;
3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of TEA or the School.

The ARD committee shall determine the interim alternative education setting.

Services During Removal
The student must:

1. Continue to receive educational services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the student's IEP.
2. Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.

These services may be provided in an interim alternative educational setting.

Appeals
A parent who disagrees with a placement decision or the manifestation determination may request a hearing. Additionally, the School may request a hearing if it believes that maintaining a current placement of a student is substantially likely to result in injury to the student or others.

Placement During Appeals
When an appeal has been requested by a parent or the School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the student's assignment to the alternative setting, whichever occurs first, unless the parent and School agree otherwise.

Reporting Crimes
Federal law does not prohibit the School from reporting a crime committed by a student with a disability to appropriate authorities. If the School reports a crime, the School shall ensure that copies of the special education and disciplinary records of the student

are transmitted for consideration by the appropriate authorities to whom the School reported the crime. The School may transmit records only to the extent permitted by the Family Educational Rights and Privacy Act (FERPA).

Students Not Yet Identified

A student who has not been determined to be eligible for special education and related services and who has engaged in behavior that violated the Student Code of Conduct may assert any of the protections provided for in the IDEA if the School had knowledge that the student had a disability before the behavior that precipitated that disciplinary action occurred.

School Knowledge

The School shall be deemed to have knowledge that a student has a disability if, before the behavior that precipitated the disciplinary action occurred:

1. The parent of the student expressed concern in writing to supervisory or administrative personnel of the School, or to the teacher of the student, that the student was in need of special education and related services;
2. The parent requested an evaluation of the student for special education and related services; or
3. The student's teacher, or other School personnel, expressed specific concerns about a pattern of behavior demonstrated by the student directly to the special education director or to other supervisory personnel of the School.

Exception

The School shall not be deemed to have knowledge that the student had a disability if:

1. The parent has not allowed an evaluation of the student;
2. The parent has refused services; or
3. The student has been evaluated and it was determined that the student did not have a disability.

If the School does not have knowledge, before taking disciplinary measures, that a student has a disability, the student may be subjected to the same disciplinary measures applied to students without disabilities who engaged in comparable behaviors.

However, if a request is made for an evaluation during the time period in which the student is subjected to disciplinary measures, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.

Behavior Management Techniques

It is the School's policy to treat all students with dignity and respect, including students with disabilities who receive special education services. Any behavior management technique and/or discipline management practice must be implemented in such a way as to protect the health and safety of the student and others. No discipline management practice may be calculated to inflict injury, cause harm, demean, or deprive the student of basic human necessities.

Exceptions

Education Code 37.0021 (regarding use of confinement, seclusion, restraint, and time-out) does not apply to:

1. A peace officer, while performing law enforcement duties;
2. An educational services provider with whom a student is placed by a judicial authority, unless the services are provided in an educational program of the School.

Further, Education Code 37.0021 does not prevent a student's locked, unattended confinement in an emergency situation while awaiting the arrival of law enforcement personnel if:

1. The student possesses a weapon; and
2. The confinement is necessary to prevent the student from causing bodily harm to the student or another person.

For these purposes, "weapon" includes any weapon described under Education Code 37.007(a)(1).

Confinement

A student with a disability who receives special education services may not be confined in a locked box, locked closet, or other specially designed locked space as either a discipline management practice or a behavior management technique.

Seclusion

A School employee or volunteer or an independent contractor of the School may not place a student in seclusion. "Seclusion" means a behavior management technique in which a student is confined in a locked box, locked closet, or locked room that:

1. Is designed solely to seclude a person; and
2. Contains less than 50 square feet of space.

Restraint

A School employee, volunteer, or independent contractor may use restraint only in an emergency and with the following limitations:

1. Restraint shall be limited to the use of such reasonable force as is necessary to address the emergency.
2. Restraint shall be discontinued at the point at which the emergency no longer exists.
3. Restraint shall be implemented in such a way as to protect the health and safety of the student and others.
4. Restraint shall not deprive the student of basic human necessities.

"Restraint" means the use of physical force or a mechanical device to significantly restrict the free movement of all or a portion of a student's body.

"Emergency" means a situation in which a student's behavior poses a threat of:

1. Imminent, serious physical harm to the student or others; or
2. Imminent, serious property destruction.

Training
Training for School employees, volunteers, or independent contractors regarding the use of restraint shall be provided according to the requirements set forth at 19 TAC 89.1053(d).

Documentation
In a case in which restraint is used, school employees, volunteers, or independent contractors shall implement the documentation requirements set forth at 19 TAC 89.1053(e).

Time-Out
A School employee, volunteer, or independent contractor may use time-out with the following limitations.

1. Physical force or threat of physical force shall not be used to place a student in time-out.
2. Time-out may only be used in conjunction with an array of positive behavior intervention strategies and techniques and must be included in the student's IEP and/or BIP if it is utilized on a recurrent basis to increase or decrease targeted behavior.
3. Use of time-out shall not be implemented in a fashion that precludes the ability of the student to be involved in and progress in the general curriculum and advance appropriately toward attaining the annual goals specified in the student's IEP.

"Time-out" means a behavior management technique in which, to provide a student with an opportunity to regain self-control, the student is separated from other students for a limited period in a setting:

1. That is not locked; and
2. From which the exit is not physically blocked by furniture, a closed door held shut from the outside, or another inanimate object.

Training
Training for School employees, volunteers, or independent contractors regarding the use of time-out shall be provided according to the requirements set forth at 19 TAC 89.1053(h).

Documentation
Necessary documentation or data collection regarding the use of time-out, if any, must be addressed in the IEP or BIP. The ARD committee must use any collected data to judge the effectiveness of the intervention and provide a basis for making determinations regarding its continued use.

STUDENT CODE OF CONDUCT

The Purpose of the Student Code of Conduct

To function properly, education must provide an equal learning opportunity for all students by recognizing, valuing, and addressing the individual needs of every student. In addition to the regular curriculum, principles and practices of good citizenship must also be taught and modeled by school staff. To foster an orderly and distraction-free environment, Meadow Oaks Education Foundation d/b/a Pioneer Technology & Arts Academy has established this Student Code of Conduct ("the Code") in accordance with state law. The Code outlines prohibited behaviors and consequences for such behavior.

The Code has been adopted by the Board of Directors, and provides information to parents and students regarding expectations for behavior, consequences of misconduct, and procedures for administering discipline.

In accordance with state law, the Code will be posted at each school campus or will be available for review at the office of the Campus Director. Parents will be notified of any violation that may result in a student being suspended or expelled from the School.

Students must be familiar with the standards set forth in the Student Code of Conduct, as well as campus and classroom rules.

The Code does not define all types and aspects of student behavior, as Pioneer Technology & Arts Academy may impose campus or classroom rules in addition to those found in the Code. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Student Code of Conduct. **When students participate in student activities, they will also be expected to follow the guidelines and constitutions that further specify the organization's expectations, student behavior and consequences.**

Jurisdiction

Pioneer Technology & Arts Academy has disciplinary authority over a student:

1. During the regular school day and while the student is going to and from school on or off school transportation;
2. During lunch periods in which a student is allowed to leave campus;
3. While the student is in attendance at any school-related activity, regardless of time or location;
4. For any school-related misconduct, regardless of time or location;
5. For any mandatory or discretionary expulsion violation committed while on or off school property or while attending a school-sponsored or school-related activity of another district in Texas;
6. When retaliation against a school employee or volunteer occurs or is threatened, regardless of time or location;
7. When the student commits a felony, as provided by Texas Education Code 37.006 or 37.0081; and
8. When criminal mischief is committed on or off school property or at a school-related event.

Note: In addition to disciplinary consequences, misdemeanor and felony offenses committed on campus will be reported to an appropriate law enforcement agency.

Standards for Student Conduct

Each student is expected to:

- Demonstrate courtesy, even when others do not.
- Behave in a responsible manner, always exercising self-discipline.
- Attend all classes, regularly and on time.
- Prepare for each class; take appropriate materials and assignments to class.
- Meet school and campus standards of grooming and dress.
- Obey all campus and classroom rules.
- Respect the rights and privileges of other students and of teachers and other school staff.
- Respect the property of others, including school property and facilities.
- Cooperate with and assist the school staff in maintaining safety, order, and discipline.
- Avoid violations of the Code.

Discipline Management Techniques

In general, discipline will be designed to correct misconduct and to encourage all students to adhere to their responsibilities as citizens of the school community. Disciplinary action will draw on the professional judgment of teachers and administrators and on a range of discipline management techniques. Disciplinary action will be correlated to the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, and the effect of the misconduct on the school environment.

The following discipline management techniques may be used – alone or in combination – for misbehavior violating the Code or campus or classroom rules:

- Assignment of school service or community service duties such as scrubbing desks or picking up litter.
- Behavioral contracts.
- Cooling-off time or "time out."
- Counseling by teachers, counselors, or administrative personnel.
- In-school suspension or detention, as specified in the suspension section of the Code.
- Expulsion, as specified in the expulsion section of the Code.
- Grade reductions as permitted by policy.
- Out-of-school suspension, as specified in the suspension section of the Code.
- Parent-teacher conferences.
- Referral to an outside agency and/or legal authority for criminal prosecution in addition to disciplinary measures imposed by the School.
- Rewards or demerits.
- School-assessed and school-administered probation.
- Seating changes within the classroom.
- Sending the student to the office or other assigned area.
- Techniques or penalties identified in individual student organizations' extracurricular standards of behavior.
- Temporary confiscation of items that disrupt the educational process.
- Verbal correction.

- Withdrawal of privileges, such as participation in extracurricular activities and eligibility for seeking and holding honorary offices, and/or membership in school-sponsored clubs or organizations.
- Withdrawal or restriction of bus privileges.
- Other strategies and consequences as specified by the Code.

Corporal Punishment

Pioneer Technology & Arts Academy will NOT administer corporal punishment upon a student for misconduct.

Offenses and Consequences

Level I Offenses:
The following behaviors are prohibited at all school and school-related activities:

1. Insubordination. .
2. Cheating or copying the work of another.
3. Committing extortion, coercion, or blackmail (obtaining money or another object of value from an unwilling person).
4. Committing or assisting in a robbery or theft even if it does not constitute a felony.
5. Damaging or vandalizing property owned by others.
6. Defacing or damaging school property, including textbooks, lockers, furniture, and other equipment, with graffiti or by other means. See glossary.
7. Improperly discharging a fire extinguisher.
8. Disobeying conduct rules regarding school transportation.
9. Engaging in any misbehavior that gives school officials reasonable cause to believe that such conduct will substantially disrupt the school program or incite violence.
10. Engaging in conduct that constitutes sexual harassment or sexual abuse, whether the conduct is by word, gesture, or any other sexual conduct, including requests for sexual favors directed toward another student or a District employee.
11. Engaging in disruptive actions or demonstrations that substantially disrupt or materially interfere with school activities.
12. Engaging in harassment motivated by race, color, religion, national origin, disability, or age and directed toward another student or school employee.
13. Engaging in inappropriate verbal, physical, or sexual contact directed toward another student or a school employee.
14. Engaging in threatening behavior toward another student or school employee on or off school property.
15. Engaging in verbal or written exchanges that threaten the safety of another student, a school employee, or school property.
16. Failing to comply with directives given by school personnel.
17. Falsifying records, passes, or other school-related documents.
18. Fighting or scuffling.
19. Forcing an individual to act through the use of force or threat of force.
20. Gambling.
21. Hazing. See glossary.
22. Inappropriate or indecent exposure of a student's private body parts. See glossary.
23. Leaving school grounds or school-sponsored events without permission.
24. Making false accusations or hoaxes regarding school safety.

25. Possessing a cellular telephone or other telecommunications device at school during the school day.
26. Possessing a razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person.
27. Possessing a stun gun.
28. Possessing ammunition.
29. Possessing an air gun or BB gun.
30. Possessing fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device.
31. Possessing mace or pepper spray.
32. Possessing pornographic material.
33. Possessing or selling a "look-alike" weapon.
34. Possessing or selling look-alike drugs or items attempted to be passed off as drugs or contraband.
35. Possessing or selling seeds or pieces of marijuana in less than a usable amount.
36. Possessing or using a laser pointer for other than an approved use.
37. Possessing or using any articles not generally considered to be weapons, including school supplies, when the Campus Director or designee determines that a danger exists.
38. Possessing or using matches or a lighter.
39. Possessing published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety; using e-mail or Web sites at school to encourage illegal behavior; or threatening school safety.
40. Possessing, smoking, or using tobacco products.
41. Possessing, using, giving, or selling paraphernalia related to any prohibited substance. See glossary.
42. Refusing to accept discipline management techniques assigned by a teacher or Campus Director.
43. Repeatedly violating campus or classroom standards of behavior.
44. Sending or posting electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal.
45. Stealing from students, staff, or the school.
46. Repeated tardiness.
47. Throwing objects that can cause bodily injury or property damage.
48. Using the Internet or other electronic communications to threaten students or employees, or cause disruption to the educational program.
49. Violating computer use policies, rules, or agreements signed by the student, and/or agreements signed by the student's parent
50. Violating dress and grooming standards as communicated in the Handbook.

<u>Disciplinary Consequences (not in order of progressive disciplinary measures)</u>

1. After school detention.
2. Application of one or more Discipline Management Techniques.
3. Confiscation of cell phones or other electronic devices.
4. Grade reductions for academic dishonesty.
5. In-school suspension.
6. Out-of-school suspension.
7. Removal from the classroom and/or placement in another classroom.
8. Restitution/restoration, if applicable.
9. Saturday Detention.
10. Saturday School.
11. School-assessed and school-administered probation.

12. Temporary confiscation of items that disrupt the educational process.
13. Thursday Night School.
14. Verbal correction.
15. Withdrawal of privileges, such as participation in extracurricular activities and eligibility for seeking and holding honorary offices, and/or membership in school-sponsored clubs or organizations.

Level II Offenses:
The following behaviors are prohibited at all school and school-related activities:

1. Assault (Class C) – student on student.
2. Being a member of, pledging to become a member of, joining, or soliciting another person to join, or pledge to become a member of a public school fraternity, sorority, or gang, as defined by Texas Education Code § 37.121.
3. False accusation of conduct that would constitute a misdemeanor or felony.
4. Fighting.
5. Forgery of school documents at school or otherwise.
6. Gang activity.
7. Harassment under Texas Educational Code § 37.001(b)(1).
8. Hazing under Texas Educational Code § 37.151(6).
9. Hit list under Texas Educational Code 37.001(b)(2).
10. Knife possession – not an illegal knife.
11. Non-Title five felony; school is notified by police.
12. Possession of stolen property.
13. Repetitive Level I Offenses – i.e., two or more Level I offenses within a semester.
14. Threats – student on personnel/facility.
15. Threats – student on student.
16. Using the Internet or other electronic communications to threaten students or employees, or cause disruption to the school program.
17. Violating the School's medication policy.

Disciplinary Consequences

1. Any applicable Level I Disciplinary Consequence.
2. Out-of-school suspension for up to five days.

Disciplinary actions may be used individually or in combination for any offense.

Level III Offenses
The following behaviors are prohibited at all school and school-related activities:

1. Abusing a prescription drug, giving a prescription drug to another student, or possessing or being under the influence of another person's prescription drug on school property or at a school-related event.
2. Aggravated assault.
3. Aggravated kidnapping.
4. Aggravated robbery.
5. Aggravated sexual assault
6. Any discretionary or mandatory expulsion violation under Texas Education Code, Chapter 37.

7. Any offense listed in Sections 37.006(a) or 37.007 (a), (b), and (d) of the Texas Education Code, no matter when or where the offense takes place.
8. Arson.
9. Assault.
10. Bullying and/or cyberbullying, including intimidation by name-calling, using ethnic or racial slurs, or making derogatory statements that could disrupt the school program or incite violence.
11. Burglary of a motor vehicle on campus.
12. Capital murder.
13. Commission of a felony offense listed under Title 5, Texas Penal Code.
14. Conduct endangering the health and safety of others.
15. Conduct punishable as a felony.
16. Criminal attempt to commit murder or capital murder.
17. Criminally negligent homicide.
18. Deliberate destruction or tampering with school computer data or networks.
19. Directing profanity, vulgar language, or obscene gestures toward another student or school employee.
20. Engaging in conduct punishable as a felony under Title 5, Texas Penal Code, when the conduct occurs off school property and not at a school-sponsored or school-related event and (1) the student receives deferred prosecution; (2) a court or jury finds that the student has engaged in delinquent conduct; or (3) the Superintendent or designee has a reasonable belief that the student engaged in the conduct.
21. False alarm or report.
22. Felony criminal mischief against school property, another student, or school staff.
23. Gang activity (violent).
24. Inappropriate sexual conduct.
25. Indecency with a child.
26. Indecent exposure.
27. Issuing a false fire alarm.
28. Manslaughter.
29. Murder.
30. Persistent Level I offenses (four or more Level I offenses committed in any one school year).
31. Persistent Level II offenses (two or more Level II offenses committed in any one school year).
32. Possessing, selling, distributing, or being under the influence of inhalants.
33. Possessing, selling, distributing, or being under the influence of a simulated controlled substance.
34. Public lewdness.
35. Repeated failure to comply with directives given by school personnel.
36. Repeated violations of dress and grooming standards as communicated in the Handbook.
37. Required registration as a sex offender.
38. Retaliation against any school employee or volunteer at any time or place.
39. Selling, giving, or delivering to another person or possessing, using, or being under the influence of marihuana, controlled substance, dangerous drug, or alcoholic beverage.
40. Setting or attempting to set fire on school property (not arson).
41. Sexual abuse of a young child or children.
42. Sexual assault.
43. Targeting another individual for bodily harm.
44. Use, exhibition, or possession of a firearm, illegal knife, club, or prohibited weapon.

45. Vandalism of or conduct constituting criminal mischief with respect to school facilities or property.

Disciplinary Consequences

1. Out of school suspension for five–ten days.
2. Expulsion.

Consequences

Detention

Detention may be held on each day during school for up to eight hours. Students who serve detention must make arrangements to be picked up from school. Parents may request in person a delay of the detention; no phone calls or notes will be accepted.

After School Detention

1. Students will bring materials to work on. Classroom materials may be sent by a teacher.
2. Students will not be permitted to go to their lockers during detention; all materials must be brought to the detention room when reporting.
3. Sleeping is not permitted.
4. Students will follow all rules concerning classroom behavior. Failure to comply will mean suspension from school.
5. Any student assigned to the detention room must stay the entire time. Students refusing to sit their time will be suspended from school.

Suspension

Pioneer Technology & Arts Academy utilizes two kinds of suspension: in school suspension and out of school suspension.

In School Suspension

The following rules and regulations apply to all students assigned to in school suspension:

1. Students must report to the detention room at 7:45 a.m. In school suspension will be run from 8
2. a.m. until dismissal time.
3. Students will bring materials to work on, including an in school suspension assignment with their teachers' names, subjects, and assignments. Students are responsible for obtaining assignments from each teacher.
4. Students will not be permitted to go their lockers. All materials must be brought to the room when reporting.
5. Students may not bring food or drink into the detention room.
6. No disruptive behavior will be allowed.
7. Unexcused absences from suspension will be referred to the Campus Director.
8. Sleeping is prohibited.
9. Students must abide by the provisions of this Handbook and the Student Code of Conduct during their suspension period.
10. A student who misses a scheduled in school suspension without a confirmed excuse will be assigned one day out of school suspension. The missed in school suspension period will be rescheduled. If a student misses more than one scheduled in school suspension without a confirmed excuse, he or she may be subject to expulsion.

Failure to follow these guidelines will be reported to the Campus Director for further action, which may include up to three days of out of school suspension or any other Level I consequence.

Out of School Suspension
Notice of suspension and the reasons for the suspension will be given to the student by the Campus Director.

Removal from School Transportation

A student being transported by Pioneer Technology & Arts Academy transportation to or from school or a school-sponsored or school-related activity may be removed from a school vehicle for conduct violating the school's established standards for conduct in a school vehicle.

Conferences, Hearings and Appeals

All students are entitled to conferences, hearings, and/or appeals of disciplinary matters as provided by state and federal law and school policy.

Process for Suspensions Lasting Up To Five Days

In addition to the above list of Code of Conduct violations, the Campus Director has authority to suspend a student for a period of up to five school days for any of the following additional reasons:

1. The need to further investigate an incident,
2. A recommendation to expel the student, or
3. An emergency constituting endangerment to health or safety.

Prerequisites to Suspension
Prior to suspending a student, the Campus Director or designee must attempt to hold an informal conference with the student to:

1. Notify the student of the accusations against him/her,
2. Allow the student to relate his or her version of the incident, and
3. Determine whether the student's conduct warrants suspension.

Notification to Parents/Guardians
If the Campus Director or designee determines the student's conduct warrants suspension during the school day, the Campus Director or designee will make reasonable effort to notify the student's parent(s) that the student has been suspended before the student is sent home. The Campus Director or designee will notify a suspended student's parent(s) of the period of suspension, the grounds for the suspension, and the time and place for an opportunity to confer with the Campus Director.

Credit During Suspension
A student shall receive credit for work missed during the period of suspension if the student makes up work missed during the period of suspension within the same number of school days the student was absent on suspension.

Process for Out-of-School Suspensions Over Five Days and Expulsion

Notice
When the Campus Director or designee determine that a student's conduct warrants suspension for more than five days or expulsion, but prior to taking any expulsion action, the Campus Director or designee will provide the student's parent(s) with written notice of:

1. The reasons for the proposed disciplinary action; and
2. The date and location for a hearing before the Campus Director, within five school days from the date of the disciplinary action.

The notice shall further state that, at the hearing, the student:

1. May be present;
2. Shall have an opportunity to present evidence;
3. Shall be apprised and informed of the School's evidence;
4. May be accompanied by his or her parent(s); and
5. May be represented by an attorney.

Hearing Before Campus Director
Pioneer Technology & Arts Academy shall make a good faith effort to inform the student and the student's parent(s) of the time and place for the hearing, and the school shall hold the hearing regardless of whether the student, the student's parent(s) or another adult representing the student attends. The Campus Director or designee may audio record the hearing.

Immediately following the hearing, the Campus Director or designee will notify the student and the student's parent(s) in writing of his or her decision. The decision shall specify:

1. The length of the suspension or expulsion, if any;
2. When the expulsion is not permanent, the procedures for re-admittance at the end of the expulsion period; and
3. The right to appeal the Campus Director's decision to the Board of Directors or the Board's designee.

The notice shall also state that failure to timely request such a hearing constitutes a waiver of further rights in the matter.

Appeal to the Board of Directors
The student or his or her parent(s) may appeal the expulsion decision to the Board of Directors by notifying the Campus Director in writing within seven calendar days of the date of receipt of the Campus Director's decision. The Board will review the audio or transcribed record from the hearing before the Campus Director at a specially called meeting. The Board will notify the student and his or her parent(s) of its decision, in writing, within five calendar days of the hearing. The decision of the Board is final and may not be appealed.

Discipline consequences will not be deferred pending the outcome of an appeal of an expulsion to the Board.

No Credit Earned
Except when required by law, students will not earn academic credit during a period of expulsion.

Emergency Placement and Expulsion
If the Campus Director or designee reasonably believes a student's behavior is so unruly, disruptive, or abusive that it seriously interferes with a teacher's ability to communicate effectively with students in a class, with the ability of a student's classmates to learn, or with the operation of the school or a school-sponsored activity, the Campus Director or designee may order immediate removal of the student. Immediate suspension may be imposed by the Campus Director or designee if he or she reasonably believes such action is necessary to protect persons or property from eminent harm. At the time of such an emergency removal, the student will be given verbal notice of the reason for the action and appropriate hearings will be scheduled within a reasonable time after the emergency removal.

Placement of Students with Disabilities

All disciplinary actions regarding students with disabilities shall be conducted in accordance with the most current federal and state laws.

Suspension/Expulsion Requirement
A student with a disability shall not be excluded from his or her current placement pending appeal to the Board of Directors for more than ten days without ARD Committee action to determine appropriate services in the interim. Pending appeal to a special education hearing officer, a student with a disability shall remain in the present education setting, unless the School and parents agree otherwise.

Gun-Free Schools Act

In accordance with the Gun-Free Schools Act, Pioneer Technology & Arts Academy shall expel, from the student's regular program for a period of one year, any student who is determined to have brought a firearm, as defined by federal law, to school. The Campus Director may modify the term of expulsion for a student or assess another comparable penalty that results in the student's expulsion from the regular school program on a case-by-case basis.

For the purposes of this law, "firearm" means:

1. Any weapon – including a starter gun – which will, or is designed to, or which may readily be converted to expel a projectile by the action of an explosive from the frame or receiver of any such weapon;
2. Any firearm muffler or firearm silencer;
3. Any destructive device. "Destructive device" means any explosive, incendiary or poison gas bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than 1/4 ounce, mine, or device similar to any of the preceding described devices. It also means any type of weapon – other than a shotgun shell or a shotgun that is generally recognized as particularly suitable for sporting purposes – by whatever name known which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than 1/2 inch in diameter; and any combination of parts either designed or intended for use in converting any device into a destructive device as described, and from which a destructive device may be readily assembled.

Glossary

Armor-piercing ammunition is handgun ammunition designed primarily for the purpose of penetrating metal or body armor and to be used primarily in pistols and revolvers.

Arson occurs when a person starts a fire, regardless of whether the fire continues after ignition, or causes an explosion with intent to destroy or damage:

1. Any vegetation, fence, or structure on open-space land; or
2. Any building, habitation, or vehicle:
   a. Knowing that it is within the limits of an incorporated city or town;
   b. Knowing that it is insured against damage or destruction;
   c. Knowing that it is subject to a mortgage or other security interest;
   d. Knowing that it is located on property belonging to another;
   e. Knowing that it has located within it property belonging to another; or
   f. When the person is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.

Assault is defined in part by Texas Penal Code 22.01(a)(1). A person commits an assault if the person intentionally, knowingly, or recklessly causes bodily injury to another.

Chemical dispensing device means a device, other than a small chemical dispenser sold commercially for personal protection, designed, made, or adapted for the purpose of causing an adverse psychological or physiological effect on a human being.

Club means an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, including a blackjack, mace, and tomahawk.

Deadly conduct occurs when a person commits an offense by recklessly engaging in conduct that places another in imminent danger of serious bodily injury or by knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

Deferred adjudication may be offered to a student who is 17 or older, as an alternative to seeking a conviction in court.

Deferred prosecution may be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

Delinquent conduct means conduct that violates either state or federal law and is punishable by imprisonment or confinement in jail. Delinquent conduct also includes conduct that violates certain juvenile court orders, including probation orders. Delinquent conduct does not, however, include violations of traffic laws.

Explosive weapon means any explosive or incendiary bomb, grenade, rocket, or mine that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the purpose of causing such a load report as to cause undue public alarm or terror, and includes a device designed, made, or adapted for delivery or shooting an explosive weapon.

False Alarm or Report occurs when a person knowingly initiates, communicates or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily:

1. Cause action by an official or volunteer agency organized to deal with emergencies;

2. Place a person in fear of imminent serious bodily injury; or
3. Prevent or interrupt the occupation of a building, room, or place of assembly.

Graffiti means making marks with aerosol paint or an indelible marker on tangible property of the owner without the effective consent of the owner. The markings may include inscriptions, slogans, drawings, or paintings.

Harassment means repeated unwelcome and offensive slurs, jokes, or other oral, written, graphic, or physical conduct related to an individual's race, color, religion, national origin, disability, or age that creates an intimidating, hostile, or offensive educational or work environment.

Hazing involves any knowing, intentional, or reckless act, occurring on or off the campus, by one person alone or acting with others, directed against a student, that endangers the mental or physical health or safety of a student for the purposes of pledging, initiation into, affiliation with, holding office in, or maintaining membership in an organization.

Illegal Knife means a knife with a blade over 5-1/2 inches; hand instrument designed to cut or stab another by being thrown; dagger, including a dirk, stiletto, and poniard; bowie knife; sword; spear; or as otherwise defined by Board policy.

Indecent Exposure means exposing one's anus or genitals with intent to arouse or gratify the sexual desire of any person while being reckless about whether another is present who will be offended or alarmed by the act.

Knuckles means any instrument consisting of finger rings or guards made of a hard substance that is designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

Machine gun means any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

Paraphernalia means any device that can be used to inhale, ingest, inject, or otherwise introduce a controlled substance into a human body.

Possession means to have on a student's person or in the student's personal property, including but not limited to the student's clothing, purse, or backpack; in any private vehicle used by the student for transportation to or from school or school-related activities, including but not limited to an automobile, truck, motorcycle, or bicycle; or any other school property used by the student, including but not limited to a locker or desk.

Reasonable belief determination can be made by the Superintendent or designee using all available information, including the information furnished under Article 15.27 of the Code of Criminal Procedure.

Self-defense means using force against another when and to the degree a person reasonably believes the force is immediately necessary to protect him or herself.

Switchblade means any knife with a blade that folds, closes, or retracts into the handle or sheath and that opens automatically by pressing a button or by the force of gravity or centrifugal force.

Short-barrel firearm means a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

Terroristic threat occurs when a person threatens to commit any offense involving violence to any person or property with intent to:

1. Cause a reaction of any type to his or her threat by an official or volunteer agency organized to deal with emergencies;
2. Place any person in fear of imminent serious bodily injury;
3. Prevent or interrupt the occupation or use of a building; room, place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile, or other form of conveyance; or other public place;
4. Cause impairment or interruption of public communications, public transportation, public water, gas, or power supply or other public service;
5. Place the public or a substantial group of the public in fear of serious bodily injury; or
6. Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the School).

Title 5 offenses involve injury to a person and include murder; kidnapping; assault; sexual assault; unlawful restraint; coercing, soliciting, or inducing gang membership if it causes bodily injury to a child; indecency with a child; injury to a child, an elderly person, or a disabled person; abandoning or endangering a child; deadly conduct; terroristic threat; aiding a person to commit suicide; and tampering with a consumer product.

Under the influence means not having the normal use of mental or physical faculties; however, the student need not be legally intoxicated. Impairment of a person's physical and/or mental faculties may be evidenced by a pattern of abnormal or erratic behavior and/or the presence of physical symptoms of drug or alcohol use.

Use means that a student has voluntarily introduced into his or her body by any means a prohibited substance recently enough that it is detectable by the student's physical appearance, actions, breath, or speech.

Zip gun means a device or combination of devices, not originally a firearm, but adapted to expel a projectile through a smoothbore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

Attachment F1

Narrative Start-Up Plan

Attachment F1: Narrative Start-Up Plan for Pioneer Technology & Arts Academy: Year Aug 2015-Aug 2016

Startup Categories/Task	Responsible Party	Starting Date	End Date
Facilities			
Locate land that fits Year 1&2 portables plus Year 3 post construction needs	Misty Thorton	October 2015	March 2016
Put Letter of Intent (LOI) and purchase agreement on finalized properties	Misty Thorton Shubham Pandey Dee Chhabra	October 2015	March 2016
Work with investors/banks to secure Year 1 & 2 loans for portable campus	Dee Chhabra	October 2015	December 2015
Work with investors/banks to secure Year 3-5 loans for building campus	Shubham Pandey	October 2015	August 2016
Work with an Architect and Project Manager to create a floor plans for Year 1&2 for portables	George Hicks (Architect) Bill McCleskey (Construction Project Manager) Shubham Pandey	October 2015	October 2015
Work with an Architect to create a building plans for Year 3-5	George Hicks (Architect) Bill McCleskey (Construction Project Manager) Shubham Pandey	October 2015	December 2015
Year 1-2 City Permits for Plumbing, Electrical, Fire, Ramps & ADA for portables	Misty Thorton	October 2015	December 2015
For Year 1-2 Securing Portables and planning delivery date	Dee Chhabra	January 2016	March 2016
Year 1-2 Getting roughage work of plumbing, electrical, phone and data lines for portables	Dee Chhabra	March 2016	May 2016
Year 1-2 Portable Campus completion with Utilities			June 2016
Year 1-2 Final Inspection and occupancy certificate	Misty Thorton		July 2016
Year 1-2 Certification of Occupancy to TEA	Board		July 2016
City Permits for Building Plans for Year 3-5	Misty Thorton	January 2016	April 2016
Aligning all subcontractors Building Plans for Year 3-5	Bill McCleskey (Construction Project Manager) Shubham Pandey	April 2016	June 2016
Breaking Ground for Building Plans for Year 3-5	Shubham Pandey		July 2016

Startup Categories/Task	Responsible Party	Starting Date	End Date
Education / Classrooms			
Curriculum finalization for Middle School	Shubham Pandey Betty Hastings Pauline Logan Ram Krishnamurthy Regina Rivera	October 2015	March 2016
Complete training documents regarding assessment requirements	Shubham Pandey Betty Hastings	October 2015	April 2016
Complete training documents regarding lesson plans and class methodologies	Shubham Pandey Betty Hastings	October 2015	April 2016
Ordering and Procuring team setup to acquire materials at the cheapest cost or through donations: • Order Textbooks / classroom resources • Furniture (donations when possible "pledged resources") • Computers / tablets (donations when possible "pledged resources") • Robotics equipment • Lab materials • Language resources • Photocopy machines (leased initially) • Playground equipment (leased if possible)	Shubham Pandey Dee Chhabra Members from Pledges	October 2015	July 2016
Finalization of Calendars and class schedules	Board Shubham Pandey	December 2015	April 2016
Student Orientation Dates Finalized	Shubham Pandey	December 2015	April 2016
Community awareness open house to show curriculum and classroom methodologies	Shubham Pandey Betty Hastings	March 2016	May 2016
After school Clubs setup	Dee Chhabra	January 2016	May 2016
Community Relations			
Identify resources that have pledged hours to help PTAA and categorize them according to their experience to create awareness for school in community	Betty Hastings Dee Chhabra	October 2015	September 2015
Update Website constantly	Shubham Pandey	October 2015	August 2016
Use Social media to create constant updates and awareness in community	Shubham Pandey	October 2015	August 2016

Startup Categories/Task	Responsible Party	Starting Date	End Date
Timely press releases to announce school approval and enrollment info	Betty Hastings	October 2015	April 2016
Create a team that constantly keeps mayor, city departments, chambers and community leaders aware of school progress.	Board Members	October 2015	August 2016
School Administration			
School Governing board contact information updated on website	Board Members	December 2015	December 2015
School Governing board monthly meeting schedules finalized and updated on website	Board Members	December 2015	March 2016
School Policies finalized: • Student and Parent handbooks • Staff Handbooks • Admission Procedures documents • Transportation policies	Board Members	March 2016	May 2016
Hire Superintendent	Board Members		August 2015
Human Resources			
Finalize Staff hiring documents	Board Members	October 2015	February 2016
Hire Administration staff: Receptions, secretary, coordinators	Board Members	March 2016	May 2016
Start interview process for lead teachers, elective teachers and other staff	Board Members	March 2016	May 2016
Create school year contracts for staff & complete all hiring procedures	Board Members	May 2016	June 2016
Setup in service dates for new hire	Board Members	July 2016	August 2016
Teacher training schedules	Betty Hastings	July 2016	August 2016
Collect Insurance, W4, reference checks and copies of education certificates	Board Members	July 2016	August 2016
Admissions/ Enrollment			
Finalize School Brochure, Admission forms and online enrollment form	Betty Hastings Shubham Pandey Board Members	December 2015	March 2016
Community open house to educate community on open enrollment dates and procedures	Betty Hastings Shubham Pandey Board Members	March 2016	May 2016
Publish online student and parent handbook	Betty Hastings Shubham Pandey	May 2016	May 2016

Startup Categories/Task	Responsible Party	Starting Date	End Date
	Board Members		
Hold Lottery	Board Members Superintendent	June 2016	July 2016
Confirm admissions to lottery winners	Board Members Superintendent	July 2016	July 2016
Establish Waitlist and educate parents on waitlist procedures	Superintendent Board Members	July 2016	July 2016
Request student records of confirmed acceptance	Superintendent Board Members	July 2016	July 2016
Collect demographic data, home language data and incoming assessment procedures	Superintendent Board Members	July 2016	July 2016
Special Education			
Identity Special Education students based on student records, assessment, parents input	Superintendent Betty Hastings	July 2016	July 2016
Request further records from previous school district's special education coordinator	Superintendent Betty Hastings	July 2016	July 2016
Special Education Staff training	Superintendent Betty Hastings	July 2016	August 2016
Contracts with special education service providers	Superintendent Betty Hastings	March 2016	July 2016
Contracts finalized with psychologist	Superintendent Betty Hastings	March 2016	July 2016
Financials			
Finalize the contract with accounting firm	Board Members	October 2015	October 2015
Finalize Chief Accounting Office internally or through Accounting Firm	Board Members	October 2015	October 2015
Establish bank accounts and pass the information to TEA with routing number and account number	Board Members CAO	October 2015	October 2015
Establish Payroll Services	Board Members CAO	October 2015	October 2015
Establish Retirements and Insurance services through payroll	Board Members CAO	October 2015	October 2015
Hire auditor	Board Members	February 2016	August 2016

Startup Categories/Task	Responsible Party	Starting Date	End Date
	CAO		
Establish line of credits	Board Members CAO	October 2015	April 2016
Produce Financial reports	Board Members CAO	October 2016	August 2016
Finalize leases for equipment	Board Members	January 2016	August 2016

PTAA will hire the most highly qualified independent audit firm with specific experience auditing and advising Texas charter schools. Pursuant to Texas law, PTAA will annually be subject to an independent audit. The Board will adopt policies and implementing procedures that concern accounting, finance, funds management, inventory and property controls that include segregation of duties, internal controls and other best practices to reduce fraud, waste and abuse. The Board will establish an audit committee and regular internal reviews, spot checks and other samplings of transactions will occur to mitigate against fraud, waste or abuse. Competitive bidding will be conducted as required by law. An inventory management system will be put in place and actively followed, and a whistleblower and fraud reporting policy will be developed by legal counsel and auditors. We are also exploring an anonymous tips reporting mechanism, either in-house or managed by a third party.

Attachment F2

Budget Narrative

Attachment F2

Generation Twenty Open-Enrollment Charter Application
Instructions and Guidelines, Page 7.

Attachment F2 – provide a detailed budget narrative which includes a description of assumptions and revenue estimates, including, but not limited to, the basis and calculations for revenue projections, staffing levels, and expenditures. The narrative response should specifically address the degree to which the school/campus budget will rely on variable income (e.g., grants, donations, fundraising). Also include any commitments of financial support/pledge letters from parents or other sources.

1. Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds (e.g. grant award letters, letters of intent, or loan agreements). Explain the basis for assumptions around unsecured/anticipated funding sources.

2. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

3. Provide a detailed year one cash flow contingency, in the event that revenue projections are not met in advance of opening.

Assumptions.

Campuses.

PTAA will operate two campuses in Year 1 and Year 2. Thereafter, PTAA will operate an additional campus in Year 3, Year 4 and Year 5 for a total of five (5) campuses.

Grade and Section Configurations.

Each campus will have the grade and section configurations identified below.[1]

TABLE A: Number of Sections Per Campus and Grade

Campus	Year 1			Year 2			Year 3			Year 4			Year 5		
	Gr.	Sec	No.	Gr.	Sec	No.	Gr.	Sec	No.	Gr.	Sec	No.	Gr.	Sec	No.
1 and 2 (Total Sections and Students per campus)	6	4	20	6	4	25	6	4	25	6	4	25	6	5	25
	7	4	20	7	4	25	7	4	25	7	4	25	7	5	25
	8			8	4	20	8	4	25	8	4	25	8	5	25
	9			9	3	20	9	3	25	9	3	25	9	4	25
	10			10			10	3	20	10	3	25	10	4	25
	11			11			11			11	3	20	11	3	25
	12			12			12			12			12	3	20

[1] PTAA shall enroll a maximum 28 and 32 students for each middle school and high school section, respectively. However, we conservatively estimated actual enrollment at either 20 or 25 students per section as indicated in Table A.

Attachment F2

TABLE A: Number of Sections Per Campus and Grade															
Campus	Year 1			Year 2			Year 3			Year 4			Year 5		
	Gr.	Sec	No.	Gr.	Sec	No.	Gr.	Sec	No.	Gr.	Sec	No.	Gr.	Sec	No.
3	6			6			6	4	25	6	4	25	6	5	25
	7			7			7	4	25	7	4	25	7	5	25
	8			8			8	4	25	8	4	25	8	5	25
	9			9			9	3	25	9	3	25	9	4	25
	10			10			10	3	20	10	3	25	10	4	25
	11			11			11			11	3	20	11	3	25
	12			12			12			12			12	3	20
4	6			6			6			6	4	25	6	5	25
	7			7			7			7	4	25	7	5	25
	8			8			8			8	4	25	8	5	25
	9			9			9			9	3	25	9	4	25
	10			10			10			10	3	20	10	4	25
	11			11			11			11	3	20	11	3	25
	12			12			12			12			12	3	20
5	6			6			6			6			6	5	25
	7			7			7			7			7	5	25
	8			8			8			8			8	5	25
	9			9			9			9			9	4	25
	10			10			10			10			10	4	25
	11			11			11			11			11	3	25
	12			12			12			12			12	3	20

Enrollment and Attendance.

We presently anticipate that each campus will enroll students from the independent school districts identified below with the estimated attendance rates indicated.[2, 3]

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[2] The attendance rates were derived from the Texas Academic Performance Reports for the 2013-2014 school year for the respective district and/or campus. Moreover, the attendance rates used in the financial plan workbook were conservatively estimated as 90% of the attendance rates identified herein.

[3] We only selected the first three high schools and middle schools for each district based on the premise that the average attendance rate would not have been significantly different had we selected all of the campuses.

Attachment F2

TABLE B: Eagle–Mount Saginaw ISD Attendance Rate		
Sample Campus	Grades	Attendance Rate
Boswell HS	09 - 12	94.9%
Elmer C. Watson HS	09 - 12	92.3%
Saginaw HS	09 - 12	94.6%
Wayside MS	06 - 08	95.9%
Highland MS	06 - 08	96.5%
Creekview MS	06 - 08	96.3%
Average Attendance Rate		95.1%

TABLE C: Forney ISD Attendance Rate		
Sample Campus	Grades	Attendance Rate
Forney HS	09 - 12	95.5%
North Forney HS	09 - 12	94.2%
Warren MS	07 - 08	96.2%
Brown MS	07 - 08	96.2%
Average Attendance Rate		95.5%

TABLE D: Frisco ISD Attendance Rate		
Sample Campus	Grades	Attendance Rate
Frisco HS	09 - 12	95.9%
Centennial HS	09 - 12	95.9%
Westland HS	09 - 12	95.7%
Staley MS	06 - 08	97.2%
Clark MS	06 - 08	97.3%
Pioneer Heritage MS	06 - 08	97.5%
Average Attendance Rate		96.6%

Attachment F2

TABLE E: Mesquite ISD Attendance Rate		
Sample Campus	Grades	Attendance Rate
Mesquite HS	09 - 12	96.2%
North Mesquite HS	09 - 12	96.9%
West Mesquite HS	09 - 12	96.6%
Staley MS	06 - 08	97.0%
Clark MS	06 - 08	97.7%
Pioneer Heritage MS	06 - 08	97.5%
Average Attendance Rate		97.0%

TABLE F: Royse City ISD Attendance Rate		
Sample Campus	Grades	Attendance Rate
Royse City HS	09 - 12	95.8%
Royse City MS	07 - 08	96.4%
Average Attendance Rate		96.1%

Using the average attendance rates for each district calculated above, we calculated an average attendance rate of 96.1% for the districts combined. Using this combined average, we then calculated an percentage rate of attendance of 86% based upon the premise that PTAA would attain at least 90% of the average attendance rate of districts from which it will enroll students.

Special Populations.

Based on analysis of the student enrollment data submitted by East–Mount Saginaw ISD, Forney ISD, Frisco ISD, Mesquite ISD and Royse City ISD, we estimated the following percentages of PTAA's enrollment in the following special population programs.[4]

Special Education – Speech Therapy: 0.50%.
Special Education – Resource Room: 12.00%.
Special Education – Self-Contained Mild/Moderate/Sever: 1.5%.
Special Education – Mainstream: 5%.

Career and Technology – One-hour class: 30%.
Career and Technology – Two-hour class: 12%
Career and Technology – Three-hour class: 6%
Career and Technology – Four-hour class: 6%

[4] The worksheets containing the data analysis and supporting calculations are readily available for review upon request.

Attachment F2

Career and Technology – Five-hour class: 3%
Career and Technology – Six-hour class: 3%

NOTE: Career and Technology sections apply to only high school students.

Gifted and Talented Education: 8.00%.

Bilingual Education: 4.00%

Compensatory Education: 34%.

Revenue Estimates.

Revenue estimates are based upon the student enrollment and percentage rate of attendance discussed above and were calculated using the Estimate of State Aid Entitlement Output template provided in the financial plan workbook. Notably, the revenue estimates are limited to state funding and exclude federal funding based on the premise that federal grant funds will be used to supplement the charter instructional program outlined in this application and not as an integral component.

Personnel.

During its inaugural year and in light of its low projected enrollment, the superintendent shall also serve as the principal for each campus with additional campus leadership provided by an assistant principal. Commensurately, the school will employ personnel sufficient to implement and maintain critical functions and to provide classroom instruction. Critically, the school will employ core instructional teachers at a ratio of 1 to every 25 students. The school will also employ specialty teachers for its robotic/technology, math/science, STEM-Career and Technology Education and elective classes. Subsequent to Year 1, PTAA will employ additional personnel as it adds grade levels and campuses and increases its student enrollment. For example, in Year 2, if the school's enrollment increases to 560 students, PTAA will employ a principal and an additional assistant principal to oversee the two campuses. In Year 3 and thereafter, the school will employ a principal and assistant principal at each campus. The financial plan, including its staffing pattern, is based on the assumption that the school will be able to attain its relatively conservative enrollment projections.

With respect to its bilingual education/English as a second language (ESL) student population, the school will require that all of its subject (regular) teachers attain certification in bilingual education/ESL. The school estimates that the cost per teacher will be $77 for the successful passing of the pertinent assessment. Each teacher will be required to pay this fee initially. The school will reimburse the teacher upon receipt of written confirmation that they successfully attained the certification. The school will utilize federal grant funds to pay for this fee upon receiving an award from TEA. As a contingency, the school will plan on paying this fee for Year 1.

The school presently contemplates increasing employee salaries and wages by 2.5% per annum. The school may consider a higher increase in any given year depending upon the availability of funds.

PTAA will not employ a chief financial officer or business manager. Upon award of a charter, the Board and Superintendent will also seek to employ or contract with a qualified person or organization to provide chief financial officer services in an efficient and affordable manner.

Additionally, the school will initially seek start-up business management and finance office support from the Texas Charter School Technical Assistance Network, regional education service centers, and qualified service providers. In this regards, the school will contract with a qualified third-party(s) to establish its accounting, contracting, finance, grant administration, payroll, procurement, and PEIMS systems. The school will interview qualified service providers to determine which service providers are the most highly qualified and provide best value to the school for these functions.

Support.

Presently, the Meadow Oaks Education Foundation has $255,246.10 in its depository for use by the school. Additionally, the Foundation has a $149,708.65 line of credit with two banks. In addition, the school has received pledged contributions of $52,020 for the start-up period through December 2020. The schools anticipated receipt of these contributions is documented in the Assumptions and 5 YR Budget worksheest included in Attachment F3. Lastly, the school received pledged contributions of in-kind services totaling over 20,000 hours. The school anticipates utilizing the in-kind pledges during the start-up period

Meadow Oaks Academy and Stonebrook Academy will donate all of the materials and other resources to the school for its extracurricular activities. Additionally, the school has entered into memorandums of understanding with local organizations (e.g., Mesquite Area Music Teachers Association) for its extracurricular activities. The school will not incur any costs for these arrangements as the terms pertain to the availability of facilities, personnel and students.

In addition to support for extracurricular activities, Meadow Oaks Academy and Stonebrook Academy will provide the school with administrative offices for its use during the start-up period. Moreover, Meadow Oaks Academy and Stonebrook Academy will donate $25,000 in computers and classroom furniture and equipment to the school for its first year of operations.

Contingency Plan.

Should anticipated revenues not materialize or be lower than anticipated, PTAA will consider the adoption of the following plan of action to address any projected deficit. The steps outlined are in priority order.

1. PTAA will increase its monitoring of school enrollment, attendance, revenues and expenses and will prepare weekly updates to key staff to address potential concerns or issues in a timely manner.

2. PTAA will limit its use of debt and restructure any existing debt, where feasible, to reduce interest costs and consolidate or lower monthly payments.

3. PTAA will increase its fundraising activities by identifying potential private sources for contributions of cash or property and soliciting donations. PTAA will also seek public sources for the acquisition of property at no cost.

4. PTAA will focus and increase its student recruitment efforts.

5. PTAA will hire new staff, including subject teachers, elective teachers and teacher assistants, in direct proportion to student enrollment.

6. To reduce personnel costs, PTAA will hire consultants on a short-term and/or part-time basis instead of employing individuals in permanent positions.

7. PTAA will limit its operational expenses to essential instructional programs and services and to mission critical administrative activities.

8. Instead of leasing an entire facility, PTAA will lease only a portion of the school building based upon current enrollment.

9. PTAA will cease the hiring new employees and any related staff recruitment activities.

10. PTAA will cease using external consultants.

11. PTAA will close campuses with student enrollment and attendance that yields average daily attendance (ADA) that cannot support campus operations.

Cash Flow Contingency.

Although PTAA has secured funds of $255,246.10 in a Wells Fargo checking account, pledged donations totaling $52,020 and a line of credit totaling 149,708.65 along with various in-kind and property donations and commitments of time, PTAA will nonetheless consider the following options in the event that its revenue projections are not met in advance of opening.

1. The PTAA CEO/Superintendent and CFO will prepare a cash flow project that includes only cash on hand and conservative cash receipts based upon the state revenues derived from ADA. The CEO/Superintendent will then present the cash flow projection to the Board of Directors (Board) for further review and approval. Thereafter, the Board will periodically review the cash flow projection.

2. Upon approval of the cash flow projection, the CFO will limit cash disbursements and purchases to only those costs that are essential to the instruction of students and that are incorporated into the cash flow projection.

3. The CFO will update the cash flow projection at the conclusion of every six-weeks reporting period after the campus principals and PEIMS coordinator have reviewed, reconciled and certified the ADA for the six-weeks period. Using the Estimate of State Aid Entitlement Template provided by the Texas Education Agency and the certified ADA in conjunction with financial accounting and cash reports, the CFO will prepare a revised cash flow projection and present it to the CEO/Superintendent for review. Thereafter, the CFO will use the revised cash flow projection to approve expenses.

4. If circumstances warrant, the CEO/Superintendent and CFO will prepare a proposal to the Board discussing the significant reduction of cash outlays to payroll costs and mission critical non-payroll costs. Upon approval by the Board, the CFO will only authorize the disbursement of cash and purchase of goods and services for those activities and programs that directly pertain to instruction and are critical to the school's mission to educate its students.

Attachment F3

Financial Plan Workbook

Pioneer Technology & Arts Academy

New Applicaton Budget(s) & Cash Flow(s) Template

Lead Applicant Name:	Shubham Pandey
Contact Email:	shubham@ptaaschool.org
Contact Phone:	(972) 285-6895 Ext. 222
Year One Fiscal Year End:	2016
School Days:	178

	A	B	C	D	E
1		**Pioneer Technology & Arts Academy**			
3		**Estimate of State Aid Entitlement Input**	1/8/2015 23:52		
4			**Total - Per Grades - First Year**		
5		Pre-Kindergarten **(Enter 1/2 of actual enrollment because you will only be funded for 1/2 day per child)**			
6		Kindergarten	-		
7		1st Grade	-		
8		2nd Grade	-		
9		3rd Grade	-		
10		4th Grade	-		
11		5th Grade	-		
12		6th Grade	160.00		
13		7th Grade	160.00		
14		8th Grade			
15		9th Grade	-		
16		10th Grade	-		
17		11th Grade	-		
18		12th Grade	-		
19			**Total - All Grades**		
20		Total Number of Students Enrolled	**320.0**		
21		Total Number of High School Students Enrolled	-		
22		Percentage Rate of Attendance	**91%**		
24		**Special Education Data:**		**Extended Year Service**	
25		Number Enrolled in Homebound		-	
26		Number Enrolled in Hospital Class	-	-	
27		Number Enrolled in Speech Therapy	**1.00**	-	
28		Number Enrolled in Resource Room	**14.00**	-	
29		Number Enrolled in Self-Contained Mild/Mod/Sev	**5.00**	-	
30		Number Enrolled in Full-Time Early Childhood	-	-	
31		Number Enrolled in Off-Home Campus	-	-	
32		Number Enrolled in VAC	-	-	
33		Number Enrolled from State Schools	-	-	
34		Number Enrolled in Residential Care & Treatment	-	-	
35		Number Enrolled in Mainstream	**2.00**		
36		**Career and Technology (C&T) Data:**		**Advanced C&T FTE**	
37		Number Enrolled in One-hour Class	-	-	
38		Number Enrolled in Two-hour Class	-	-	
39		Number Enrolled in Three-hour Class	-	-	
40		Number Enrolled in Four-hour Class	-	-	
41		Number Enrolled in Five-hour Class	-	-	
42		Number Enrolled in Six-hour Class	-	-	
43		**Gifted and Talented Enrolled**	**26.00**		
44		**Number of Pregnancy Related Students Enrolled**	-		
45		**Number Enrolled in Bilingual/ESL**	**13.00**		
46		**Special Education Error Check**			
47		**Career and Technology Error Check**			
48		Available School Fund ADA	-		
49		Compensatory Education Enrollment	109.00		
50		Regular Program Transportation Allotment	-		
51		Special Education Program Transportation Allotment	-		
52		Career and Technology Program Transportation Allotment	-		
53		**Transportation Total**	**$** -		
54					

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Pioneer Technology & Arts Academy
ENROLLMENT and STUDENT POPULATION

ENROLLMENT FISCAL YEAR END	2016	Data for following fiscal years must be based on reasonable estimates and projections. 2017	2018	2019	2020
Pre-Kindergarten (Enter 1/2 of actual enrollment because you will only be funded for 1/2 day per child)	-				
Kindergarten	-	-			
1st Grade	-	-			
2nd Grade	-	-			
3rd Grade	-	-			
4th Grade	-	-			
5th Grade	-	-			
6th Grade	160.00	200.00	300.00	400.00	625.00
7th Grade	160.00	200.00	300.00	400.00	625.00
8th Grade	-	160.00	300.00	400.00	625.00
9th Grade	-	120.00	225.00	300.00	500.00
10th Grade	-	-	180.00	285.00	500.00
11th Grade	-	-	-	240.00	375.00
12th Grade	-	-	-		300.00
Total Number of High School Students Enrolled	-	120.00	405.00	825.00	1,675.00
Total Number of All Students Enrolled (Average Membership)	320.00	680.00	1,305.00	2,025.00	3,550.00
Average Daily Attendance (ADA)	291.20	618.80	1187.55	1842.75	3230.50
Average Daily Attendance %	91%	91%	91%	91%	91%
	Percent change YOY	113%	92%	55%	75%

STUDENT POPULATION			Data for following fiscal years must be based on reasonable estimates and projections.							
Special Education Data:	2016	EYS 2016	2017	EYS 2017	2018	EYS 2018	2019	EYS 2019	2020	EYS 2020
Number Enrolled in Homebound	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Hospital Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Speech Therapy	1.00	-	3.00	-	5.00	-	8.00	-	14.00	-
Number Enrolled in Resource Room	14.00	-	30.00	-	57.00	-	89.00	-	156.00	-
Number Enrolled in Self-Contained Mild/Mod/Sev	5.00	-	10.00	-	20.00	-	30.00	-	53.00	-
Number Enrolled in Full-Time Early Childhood	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Off-Home Campus	-	-	-	-	-	-	-	-	-	-
Number Enrolled in VAC	-	-	-	-	-	-	-	-	-	-
Number Enrolled from State Schools	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Residential Care & Treatment	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Mainstream	2.00	-	5.00	-	9.00	-	14.00	-	25.00	-
Special Education Student Count (SPED)	22.00	-	48.00	-	91.00	-	141.00	-	248.00	-
Special Education Student Count %	6.88%		7.06%		6.97%		6.96%		6.99%	
	Percent change YOY		118%	0%	90%	0%	55%	0%	76%	0%
Career and Technology (C&T) Data:	2016	Advanced C&T FTE 2016	2017	Advanced C&T FTE 2017	2018	Advanced C&T FTE 2018	2019	Advanced C&T FTE 2019	2020	Advanced C&T FTE 2020
Number Enrolled in One-hour Class	-	-	36.00	-	122.00	-	248.00	-	503.00	-
Number Enrolled in Two-hour Class	-	-	14.00	-	49.00	-	99.00	-	201.00	-
Number Enrolled in Three-hour Class	-	-	7.00	-	24.00	-	50.00	-	101.00	-
Number Enrolled in Four-hour Class	-	-	7.00	-	24.00	-	50.00	-	101.00	-
Number Enrolled in Five-hour Class	-	-	4.00	-	12.00	-	25.00	-	50.00	-
Number Enrolled in Six-hour Class	-	-	4.00	-	12.00	-	25.00	-	50.00	-
Career & Technology Students Enrolled	-	-	72.00	-	243.00	-	497.00	-	1,006.00	-
% of Career & Technology Students			10.59%		18.62%		24.54%		28.34%	
	Percent change YOY		0%	0%	238%	0%	105%	0%	102%	0%

	2016	Data for following fiscal years must be based on reasonable estimates and projections. 2017	2018	2019	2020
Number Gifted and Talented Students Enrolled	26.00	54.00	104.00	162.00	284.00
% of Gifted and Talented Students Enrolled	8.13%	7.94%	7.97%	8.00%	8.00%
Number of Pregnancy Related Students	-	-	-	-	-
% of Pregnancy Related Students Enrolled					
Number of Students Enrolled in Bilinguel/ESL	13.00	27.00	52.00	81.00	142.00
% of Students Enrolled in Bilinguel/ESL	4.06%	3.97%	3.98%	4.00%	4.00%
Special Education Error Check					
Career and Technology Error Check					
Available School Fund ADA	-	-	-	-	-
Comensatory Education Enrollment	109.00	231.00	444.00	689.00	1,207.00

Transportation

	2016	2017	2018	2019	2020
Regular Program Transportation Allotment	$ -	$ -	$ -	$ -	$ -
Special Education Program Transportation Allotment	$ -	$ -	$ -	$ -	$ -
Career and Technology Program Transportation Allotment	$ -	$ -	$ -	$ -	$ -
Transportation Total	$ -	$ -	$ -	$ -	$ -
	Percent change YOY	0%	0%	0%	0%

Pioneer Technology & Arts Academy Estimate of State Aid Entitlement Output Template Date 06/21/2013-Preliminary	TOTAL	1/8/2015 23:54 Extended Year Service
Refined ADA	291.200	
HS ADA	0.000	
ASF ADA	0.000	
SPECIAL EDUCATION FTE		
Number Enrolled in Homebound	0.000	0.000
Hospital Class	0.000	0.000
Speech Therapy	0.038	0.000
Resource Room	6.071	0.000
Self-Contained Mild/Mod/Sev	2.168	0.000
Full-Time Early Childhood	0.000	0.000
Off-Home Campus	0.000	0.000
VAC	0.000	0.000
State Schools	0.000	0.000
Residential Care & Treatment	0.000	0.000
TOTAL SPECIAL EDUCATION FTE	8.277	0.000
TOTAL SPECIAL EDUCATION WEIGHTED FTE	24.906	0.000
Career & Technology FTEs	0.000	
Advanced Career & Technology FTES	0.000	
Regular Program ADA	282.923	
Mainstream ADA	1.820	
Gifted & Talented Enrollment	14.560	
Compensatory Ed Enrollment	109.000	
Pregnancy-related FTEs	0.000	
Bilingual ADA	11.830	
Adjusted GYA	0.9731	
TOTAL WEIGHTED AVERAGE DAILY ATTENDANCE (WADA)	416.849	
FUNDING DATA:		
State Average Basic Allotment	$ 4,805	
State Average Adjusted Basic Allotment	$ 5,078	
State Average Adjusted Allotment	$ 6,152	
State Average DTR- Level II	0.05355	
State Average DTR- Level III	0.04686	
Available School Fund Rate	$ -	
FUNDING BREAKDOWN BY PROGRAM		
Regular Program Block Grant	$ 1,740,545	
Special Education Block Grant (Spend 52% of Amount as proposed)	$ 153,219	
Mainstream Special Education(Spend 52% of Amount as proposed)	$ 12,316	
Residential Care & Treatment (Spend 52% of Amount as proposed)	$ -	
State Schools (Spend 52% of Amount as proposed)	$ -	
Extended Year Services Special Education (EYS) Grant (Spend 100% of Amount as propos	$ -	
TOTAL SPECIAL EDUCATION	$ 166,536	
Career & Technology Grant (Spend 58% of Amount as proposed)	$ -	
Gifted & Talented Op Grant (Spend 55% of Amount as proposed)	$ 10,749	
Regular Compensatory Ed (Spend 52% of Amount as proposed)	$ 134,114	
Pregnancy Related Services Allocation (Spend 52% of Amount as proposed)	$ -	
Military Allotment	$ -	
Bilingual Education Block Grant (Spend 52% of Amount as proposed)	$ 7,278	
TRANSPORTATION		
Regular Program	$ -	
Special Education	$ -	
Career and Technology	$ -	
TOTAL TRANSPORTATION	$ -	
High School Allotment	$ -	
State Share of Tier I	$ 2,058,221	
Tier II Level 1	$ 133,855	
Tier II Level 2	$ 62,407	
TOTAL TIER II	$ 196,263	
TOTAL FOUNDATION	$ 2,254,483	
OTHER PROGRAMS		
Staff Salary Allotment	$ -	
Additional State Aid for Tax Reduction (ASATR)	$ -	
TOTAL OTHER PROGRAMS	$ -	
TOTAL	$ 2,254,483	
TOTAL AVAILABLE SCHOOL FUND (ASF) (May be zero in first year)	$ -	
TOTAL FOUNDATION SCHOOL FUND (FSF)	$ 2,254,483	

Please note estimates of state aid calculated during the school year are based on projected charter school and school district attendance estimates, estimated school district maintenance and operations (M&O) tax rates, and estimated tax collections. Estimation of state aid earned can be significantly impacted by factors that will not be known to the State Funding Division until the "Final" Summary of Finances (SOF) is calculated in April. It is strongly recommended that charter schools budget conservatively to accommodate these unexpected changes.

1	2009-2010 HB1 Revenue Per WADA *0.9263	$	4,604.638
2	2009-2010 State Average HB1 Revenue Per WADA*0.9263	$	4,604.637
3	2013-2014 WADA		416.849
4	2013-2014 Base Target Revenue (Greater of Line 1 x Line 3 or Line2 x Line 3)	$	1,919,439
5	2013-2014 HB3646 Minimum Increase (Line 3 x $120*0.9263)	$	46,335
6	2013-2014 Minimum Revenue (Line 4 + Line 5)	$	1,965,774
7	Transportation Adjustment	$	-
8	2013-2014 New Instructional Facility Allotment	$	-
9	2008-2009 Educator Salary Increase ($23.63 x 2008-2009 WADA*0.9263)	$	-
10	2013-2014 Adjusted Minimum Revenue (Line 6 + Line 7 + Line 8 + Line 9)	$	1,965,774
11	2013-2014 Tier I State Aid	$	2,058,221
12	Additional State Aid For Tax Reduction (If Line 11 < Line 10 Then Line 10 - Line 11)	$	-
13	2013-2014 Revenue @ Compressed Tax Rate/RACR (Line 11 + Line 12)	$	2,058,221
14	2013-2014 Revenue per WADA @ Compressed Tax Rate (RACR/WADA) (Line 13/Line3)	$	4,938

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Pioneer Technology & Arts Academy

Position Description	Position Category (Categories Match Up to the Categories on the Five Year Budget)	Year Count FYE Starting Salary	Number of FTE Year 1 2016	Year 2 2017	Year 3 2018	Year 4 2019	Year 5 2020	NOTES
Suprintendent	Executive Management	$ 89,000	1.0	1.0	1.0	1.0	1.0	Will initially perform duties of Principal.
Secretary	Administrative Staff	$ 24,000	1.0	1.0	1.0	1.0	1.0	One for central office.
Special Education Coordinator	Deans, Directors & Coordinators	$ 60,000	0.0	0.0	1.0	1.0	1.0	May contract with consultant in Years 1
PEIMS Coordinator	Deans, Directors & Coordinators	$ 55,000	1.0	1.0	1.0	1.0	1.0	
Test Coordinator	Deans, Directors & Coordinators	$ 55,000	1.0	1.0	1.0	1.0	1.0	
Middle School Campus Staff:								
Principal	Instructional Management	$ 68,000	0.0	1.0	3.0	4.0	5.0	One per campus in Year 3 and thereafter.
								(Shared with high school)
Assistant Principal	Instructional Management	$ 58,000	1.0	2.0	3.0	4.0	5.0	One per campus in Year 2 and thereafter.
								(Shared with high school)
Subject Teacher	Teachers - Regular	$ 45,000	13.0	22.0	36.0	48.0	75.0	Based on ratio of 25 students to 1
Elective Teacher	Specialty Teachers	$ 45,000	1.0	2.0	3.0	3.0	5.0	
Math/Science Teacher	Specialty Teachers	$ 50,000	1.0	2.0	3.0	4.0	5.0	
Special Education Teacher	Teachers - SPED	$ 45,000	1.0	2.0	3.0	4.0	5.0	One per campus.
Language Teacher	Specialty Teachers	$ 50,000	2.0	2.0	3.0	4.0	5.0	
Robotics/Technology	Specialty Teachers	$ 50,000	1.0	1.5	2.5	3.0	5.0	
STEM-CTE	Specialty Teachers	$ 50,000	2.0	3.0	5.0	7.0	10.0	
Teacher Assistant	Teaching Assistants	$ 20,000	3.0	4.0	7.0	10.0	15.0	One for every five Subject Teachers.
								(May use as substitute teachers.)
Special Education Paraprofessional	Aides	$ 20,000	1.0	2.0	3.0	4.0	5.0	One for every special education
Campus Operations Support Staff:								
Substitute Teacher	Substitute Teachers	$ 20,000	2.0	2.0	3.0	4.0	5.0	One per campus.
Nurse	Nurse	$ 45,000	1.0	2.0	3.0	4.0	5.0	One per campus.
Receptionist	Administrative Staff	$ 20,000	2.0	2.0	3.0	4.0	5.0	One per campus.
Security Officer	Security	$ 25,000	2.0	2.0	3.0	4.0	5.0	One per campus.
Registrar	Administrative Staff	$ 20,000	2.0	2.0	3.0	4.0	5.0	One per campus.
High School Campus Staff:								
Subject Teacher	Teachers - Regular	$ 45,000	0.0	5.0	16.0	33.0	67.0	Based on ratio of 25 students to 1
Elective Teacher	Specialty Teachers	$ 45,000	0.0	1.0	2.0	7.0	10.0	
Math/Science Teacher	Specialty Teachers	$ 50,000	0.0	1.0	2.0	3.0	5.0	
Special Education Teacher	Teachers - SPED	$ 45,000	0.0	1.0	2.0	3.0	5.0	One per campus.
Language Teacher	Specialty Teachers	$ 50,000	0.0	2.0	3.0	4.0	5.0	
Robotics/Technology	Specialty Teachers	$ 50,000	0.0	0.5	1.5	3.0	5.0	
STEM-CTE	Specialty Teachers	$ 50,000	0.0	1.0	3.0	4.0	5.0	
Teacher Assistant	Teaching Assistants	$ 20,000	0.0	1.0	3.0	7.0	13.0	One for every five Subject Teachers.
								(May use as substitute teachers.)
Special Education Paraprofessional	Aides	$ 20,000	0.0	1.0	2.0	3.0	5.0	One for every special education
Campus Operations Support Staff:								
Substitute Teacher	Substitute Teachers	$ 20,000	0.0	2.0	3.0	4.0	5.0	One per campus.
Nurse	Nurse	$ 45,000	0.0	2.0	3.0	4.0	5.0	One per campus.
Security Officer	Security	$ 25,000	0.0	2.0	3.0	4.0	5.0	One per campus.
Guidance Counselar	Therapists & Counselors	$ 50,000	1.0	1.0	2.0	2.0	2.0	Initially, position will work with all
								levels. From Year 3 forward, one
								for middle school and high school.
Total		$ 1,429,000	40.0	78.0	137.0	201.0	307.0	

Salary Totals Year 1 2016	Year 2 2017	Year 3 2018	Year 4 2019	Year 5 2020
		Yearly Raise %		
0.00%	2.50%	2.50%	2.50%	2.50%
$ 89,000	$ 91,225	$ 93,506	$ 95,843	$ 98,239
$ 24,000	$ 24,600	$ 25,215	$ 25,845	$ 26,492
$ -	$ -	$ 63,038	$ 64,613	$ 66,229
$ 55,000	$ 56,375	$ 57,784	$ 59,229	$ 60,710
$ 55,000	$ 56,375	$ 57,784	$ 59,229	$ 60,710
$ -	$ -	$ -	$ -	$ -
$ -	$ -	$ -	$ -	$ -
$ -	$ 69,700	$ 214,328	$ 292,914	$ 375,296
$ -	$ -	$ -	$ -	$ -
$ 58,000	$ 118,900	$ 182,809	$ 249,839	$ 320,106
$ -	$ -	$ -	$ -	$ -
$ 585,000	$ 1,014,750	$ 1,702,013	$ 2,326,084	$ 3,725,369
$ 45,000	$ 92,250	$ 141,834	$ 145,380	$ 248,358
$ 50,000	$ 102,500	$ 157,594	$ 215,378	$ 275,953
$ 45,000	$ 92,250	$ 141,834	$ 193,840	$ 248,358
$ 100,000	$ 102,500	$ 157,594	$ 215,378	$ 275,953
$ 50,000	$ 76,875	$ 131,328	$ 161,534	$ 275,953
$ 100,000	$ 153,750	$ 262,656	$ 376,912	$ 551,906
$ 60,000	$ 82,000	$ 147,088	$ 215,378	$ 331,144
$ -	$ -	$ -	$ -	$ -
$ 20,000	$ 41,000	$ 63,038	$ 86,151	$ 110,381
$ -	$ -	$ -	$ -	$ -
$ 40,000	$ 41,000	$ 63,038	$ 86,151	$ 110,381
$ 45,000	$ 92,250	$ 141,834	$ 193,840	$ 248,358
$ 40,000	$ 41,000	$ 63,038	$ 86,151	$ 110,381
$ 50,000	$ 51,250	$ 78,797	$ 107,689	$ 137,977
$ 40,000	$ 41,000	$ 63,038	$ 86,151	$ 110,381
$ -	$ -	$ -	$ -	$ -
$ -	$ -	$ -	$ -	$ -
$ -	$ -	$ -	$ -	$ -
$ -	$ 230,625	$ 756,450	$ 1,599,183	$ 3,327,996
$ -	$ 46,125	$ 94,556	$ 339,221	$ 496,716
$ -	$ 51,250	$ 105,063	$ 161,534	$ 275,953
$ -	$ 46,125	$ 94,556	$ 145,380	$ 248,358
$ -	$ 102,500	$ 157,594	$ 215,378	$ 275,953
$ -	$ 25,625	$ 78,797	$ 161,534	$ 275,953
$ -	$ 51,250	$ 157,594	$ 215,378	$ 275,953
$ -	$ 20,500	$ 63,038	$ 150,765	$ 286,991
$ -	$ -	$ -	$ -	$ -
$ -	$ 20,500	$ 42,025	$ 64,613	$ 110,381
$ -	$ -	$ -	$ -	$ -
$ -	$ 41,000	$ 63,038	$ 86,151	$ 110,381
$ -	$ 92,250	$ 141,834	$ 193,840	$ 248,358
$ -	$ 51,250	$ 78,797	$ 107,689	$ 137,977
$ 50,000	$ 51,250	$ 105,063	$ 107,689	$ 110,381
$ -	$ -	$ -	$ -	$ -
$ -	$ -	$ -	$ -	$ -
$ -	$ -	$ -	$ -	$ -
$ -	$ -	$ -	$ -	$ -
$ -	$ -	$ -	$ -	$ -
$ -	$ -	$ -	$ -	$ -
$ -	$ -	$ -	$ -	$ -
$ -	$ -	$ -	$ -	$ -
$ -	$ -	$ -	$ -	$ -
$ -	$ -	$ -	$ -	$ -
$ -	$ -	$ -	$ -	$ -
$ 1,601,000	$ 3,271,800	$ 5,947,588	$ 8,891,886	$ 13,949,987

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Pioneer Technology & Arts Academy

REVENUE AND EXPENSE ASSUMPTIONS

		2016	2017	2018	2019	2020	NOTES
		Enter the % increase below for which the amount entered in column F should increase each year. Consider using the % changes in Enrollment Tab					
REVENUE							
TOTAL STATE REVENUES	2,254,483.33	0.00%	112.50%	91.91%	55.17%	75.31%	Increases based upon increased enrollment as a %.
TOTAL FEDERAL REVENUES	11,798	0.00%	0.00%	0.00%	0.00%	0.00%	Represents 75% participation in federal lunch program. If awarded, federal funds to supplement state funds.
TOTAL LOCAL & OTHER REVENUES	77,211	0.00%	-44.14%	-7.05%	-55.27%	-31.73%	Pledged contributions and school lunch fees.
TOTAL REVENUE	2,343,492.75						

EXPENSES		For each line item in the Payroll, Taxes & Benefits section enter the % of Total Payroll that line item should represent.					
PAYROLL TAXES AND BENEFITS							
Social Security		6.20%	6.20%	6.20%	6.20%	6.20%	
Medicare		1.45%	1.45%	1.45%	1.45%	1.45%	
State Unemployment		0.61%	0.61%	0.61%	0.61%	0.61%	Esitmate at 2.7% for each employee's first $9,000
Worker's Compensation Insurance		0.50%	0.50%	0.50%	0.50%	0.50%	
Custom Other Tax #1		0.00%	0.00%	0.00%	0.00%	0.00%	
Custom Other Tax #2		0.00%	0.00%	0.00%	0.00%	0.00%	
Health Insurance		7.00%	7.00%	7.00%	7.00%	7.00%	
Dental Insurance		1.00%	1.00%	1.00%	1.00%	1.00%	
Vision Insurance		0.50%	0.50%	0.50%	0.50%	0.50%	
Life Insurance		0.00%	0.00%	0.00%	0.00%	0.00%	
Retirement Contribution		0.00%	0.00%	0.00%	0.00%	0.00%	
Custom Fringe #1		0.00%	0.00%	0.00%	0.00%	0.00%	
Custom Fringe #2		0.00%	0.00%	0.00%	0.00%	0.00%	
TOTAL PAYROLL TAXES AND BENEFITS							
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES							
CONTRACTED SERVICES		Enter the % increase below for which the amount entered in column F should increase each year.					
Accounting / Audit	60,000	0.00%	112.50%	91.91%	55.17%	75.31%	Increase commensurate with increased enrollment.
Legal	15,000	0.00%	112.50%	91.91%	55.17%	75.31%	Increase commensurate with increased enrollment.
Management Company Fee	-	0.00%	0.00%	0.00%	0.00%	0.00%	
Nurse Services	-	0.00%	0.00%	0.00%	0.00%	0.00%	
Food Service / School Lunch	73,920	0.00%	112.50%	91.91%	55.17%	75.31%	Cost: $1.75/student/full instructional day. 75% participati
Payroll Services	12,000	0.00%	195.00%	175.64%	146.72%	152.74%	Increase commensurate with increase in personnel.
Special Ed Services	6,000	0.00%	218.18%	189.58%	154.95%	175.89%	Increase commensurate with increase in SpED enrollmen
Titlement Services (i.e. Title I)	-	0.00%	0.00%	0.00%	0.00%	0.00%	
Education Service	45,090	0.00%	112.50%	91.91%	55.17%	75.31%	Curriculum license (2% of state revenues).
Memorandums of Understanding	5,000	0.00%	112.50%	91.91%	55.17%	75.31%	Increase commensurate with increased enrollment.
Measures of Academic Progress (MAP)	18,000	0.00%	112.50%	91.91%	55.17%	75.31%	Increase commensurate with increased enrollment.
TOTAL CONTRACTED SERVICES							

SCHOOL OPERATIONS							
Board Expenses	6,400	0.00%	5.00%	5.00%	5.00%	5.00%	Estimated modest increase.
Classroom / Teaching Supplies & Materials	10,800	0.00%	112.50%	91.91%	55.17%	75.31%	Increase commensurate with increased enrollment.
Special Ed Supplies & Materials	3,000	0.00%	218.18%	189.58%	154.95%	175.89%	Increase commensurate with increase in SpED enrollmen
Textbooks / Workbooks	10,800	0.00%	112.50%	91.91%	55.17%	75.31%	Increase commensurate with increased enrollment.
Supplies & Materials other	5,400	0.00%	10.00%	10.00%	10.00%	10.00%	Estimated modest increase.
Equipment / Furniture	14,400	0.00%	112.50%	91.91%	55.17%	75.31%	Increase commensurate with increased enrollment.
Telephone	10,000	0.00%	0.00%	133.33%	166.67%	200.00%	Increase commensurate with addition of campuses.
Technology	19,000	0.00%	0.00%	133.33%	166.67%	200.00%	Increase commensurate with addition of campuses.
Student Testing & Assessment	4,320	0.00%	112.50%	91.91%	55.17%	75.31%	Increase commensurate with increased enrollment.
Field Trips	2,880	0.00%	112.50%	91.91%	55.17%	75.31%	Increase commensurate with increased enrollment.
Transportation (student)	3,000	0.00%	112.50%	91.91%	55.17%	75.31%	Increase commensurate with increased enrollment.
Student Services - other	3,000	0.00%	112.50%	91.91%	55.17%	75.31%	Increase commensurate with increased enrollment.
Office Expense	6,000	0.00%	10.00%	10.00%	10.00%	10.00%	Estimated modest increase.
Staff Development	4,077	0.00%	5.00%	5.00%	5.00%	5.00%	Will primarily utilize federal funds for staff development.
Staff Recruitment	4,000	0.00%	195.00%	175.64%	146.72%	152.74%	Increase to recruit additional staff.
Student Recruitment / Marketing	4,000	0.00%	112.50%	91.91%	55.17%	75.31%	Increase to promote increased enrollment.
School Meals / Lunch	-	0.00%	0.00%	0.00%	0.00%	0.00%	
Travel (Staff)	6,000	0.00%	10.00%	10.00%	10.00%	10.00%	Estimated modest increase.
Fundraising	1,000	0.00%	100.00%	100.00%	100.00%	100.00%	Increase for improved fundraising effort.
Project Lead the Way	4,600	0.00%	112.50%	91.91%	55.17%	75.31%	Increase commensurate with increased enrollment.
ACT Aspire	6,000	0.00%	0.00%	0.00%	0.00%	0.00%	Increase commensurate with increased enrollment.
Renaissance Learning Accelerated Reader 360	1,546	0.00%	175.94%	22.36%	55.17%	75.31%	Due to the limitation of this worksheet, this amount was included herein although it actually pertains to 2017.
TOTAL SCHOOL OPERATIONS							
FACILITY OPERATION & MAINTENANCE							
Insurance	12,000	0.00%	0.00%	133.33%	166.67%	200.00%	Increase commensurate with addition of campuses.
Janitorial Services	19,200	0.00%	0.00%	133.33%	166.67%	200.00%	Increase commensurate with addition of campuses.
Building and Land Rent / Lease	120,000	0.00%	0.00%	133.33%	166.67%	200.00%	Increase commensurate with addition of campuses.
Repairs & Maintenance	12,000	0.00%	0.00%	133.33%	166.67%	200.00%	Increase commensurate with addition of campuses.
Security Services	4,800	0.00%	0.00%	133.33%	166.67%	200.00%	Increase commensurate with addition of campuses.
Utilities	24,000	0.00%	0.00%	133.33%	166.67%	200.00%	Increase commensurate with addition of campuses.
Custom Facilities Operations #1	-	0.00%	0.00%	0.00%	0.00%	0.00%	
Custom Facilities Operations #2	-	0.00%	0.00%	0.00%	0.00%	0.00%	
Custom Facilities Operations #3	-	0.00%	0.00%	0.00%	0.00%	0.00%	
TOTAL FACILITY OPERATION & MAINTENANCE							
RESERVES / CONTIGENCY	(1,546)	0.00%	0.00%	0.00%	0.00%	0.00%	360 expense noted above. Due to the limitations of this
TOTAL EXPENSES							worksheet, the cost was included in Year 1 but it pertains
NET OPERATING INCOME (before Depreciation)							to Year 2. An adjustment was made to Year 1 here to
DEPRECIATION & AMORTIZATION	-	0.00%	0.00%	0.00%	0.00%	0.00%	account for this fact.
NET OPERATING INCOME (including Depreciation)							

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Pioneer Technology & Arts Academy

PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

SUMMARY					
Total Revenue	2,343,493	4,845,706	9,245,954	14,296,383	25,034,716
Total Expenses	2,433,020	4,758,181	8,869,826	14,129,009	24,999,135
Net Operating Income (before Depreciation)	(89,527)	87,524	376,129	167,374	35,581
Revenue Per Pupil	7,323	7,126	7,085	7,060	7,052
Expenses Per Pupil	7,603	6,997	6,797	6,977	7,042
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
	2016	2017	2018	2019	2020

Description of Assumptions and Variances

REVENUE					
TOTAL STATE REVENUES	$ 2,254,483	$ 4,790,777	$ 9,194,065	$ 14,266,652	$ 25,010,674
TOTAL FEDERAL REVENUES	$ 11,798	$ 11,798	$ 11,798	$ 11,798	$ 11,798
TOTAL LOCAL & OTHER REVENUES	$ 77,211	$ 43,130	$ 40,091	$ 17,933	$ 12,243
TOTAL REVENUE	$ 2,343,493	$ 4,845,706	$ 9,245,954	$ 14,296,383	$ 25,034,716

EXPENSES					
ADMINISTRATIVE STAFF PERSONNEL COSTS					
Executive Management	89,000	91,225	93,506	95,843	98,239
Instructional Management	58,000	188,600	397,136	542,753	695,402
Deans, Directors & Coordinators	110,000	112,750	178,606	183,071	187,648
CFO / Director of Finance	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-
Administrative Staff	104,000	106,600	151,290	198,148	247,254
Other - Administrative	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	$ 361,000	$ 499,175	$ 820,538	$ 1,019,815	$ 1,228,544
INSTRUCTIONAL PERSONNEL COSTS					
Teachers - Regular	585,000	1,245,375	2,458,463	3,925,266	7,053,364
Teachers - SPED	45,000	138,375	236,391	339,221	496,716
Substitute Teachers	40,000	82,000	126,075	172,303	220,763
Teaching Assistants	60,000	102,500	210,125	366,143	618,135
Specialty Teachers	345,000	804,625	1,444,609	2,207,626	3,228,653
Aides	20,000	61,500	105,063	150,765	220,763
Therapists & Counselors	50,000	51,250	105,063	107,689	110,381
Other - Instructional	-	-	-	-	-
TOTAL INSTRUCTIONAL PERSONNEL COSTS	$ 1,145,000	$ 2,485,625	$ 4,685,788	$ 7,269,012	$ 11,948,775
NON-INSTRUCTIONAL PERSONNEL COSTS					
Nurse	45,000	184,500	283,669	387,681	496,716
Librarian	-	-	-	-	-
Custodian	-	-	-	-	-
Security	50,000	102,500	157,594	215,378	275,953
Other - Non-Instructional	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	$ 95,000	$ 287,000	$ 441,263	$ 603,059	$ 772,669
TOTAL PERSONNEL EXPENSES	$ 1,601,000	$ 3,271,800	$ 5,947,588	$ 8,891,886	$ 13,949,987
PAYROLL TAXES AND BENEFITS					
Social Security	99,262	202,852	368,750	551,297	864,899
Medicare	23,215	47,441	86,240	128,932	202,275
State Unemployment	9,766	19,958	36,280	54,241	85,095
Worker's Compensation Insurance	8,005	16,359	29,738	44,459	69,750
Custom Other Tax #1	-	-	-	-	-
Custom Other Tax #2	-	-	-	-	-
Health Insurance	112,070	229,026	416,331	622,432	976,499
Dental Insurance	16,010	32,718	59,476	88,919	139,500
Vision Insurance	8,005	16,359	29,738	44,459	69,750
Life Insurance	-	-	-	-	-
Retirement Contribution	-	-	-	-	-
Custom Fringe #1	-	-	-	-	-
Custom Fringe #2	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	$ 276,333	$ 564,713	$ 1,026,554	$ 1,534,740	$ 2,407,768
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	$ 1,877,333	$ 3,836,513	$ 6,974,142	$ 10,426,625	$ 16,357,755
CONTRACTED SERVICES					
Accounting / Audit	60,000	127,500	244,688	379,688	665,625
Legal	15,000	31,875	61,172	94,922	166,406
Management Company Fee	-	-	-	-	-
Nurse Services	-	-	-	-	-
Food Service / School Lunch	73,920	157,080	301,455	467,775	820,050
Payroll Services	12,000	35,400	97,577	240,737	608,430
Special Ed Services	6,000	19,091	55,284	140,944	388,846
Titlement Services (i.e. Title I)	-	-	-	-	-
Education Service	45,090	95,816	183,883	285,335	500,217
Memorandums of Understanding	5,000	10,625	20,391	31,641	55,469
Measures of Academic Progress (MAP)	18,000	38,250	73,406	113,906	199,688
TOTAL CONTRACTED SERVICES	$ 235,010	$ 515,637	$ 1,037,855	$ 1,754,948	$ 3,404,731

SCHOOL OPERATIONS					
Board Expenses	6,400	6,720	7,056	7,409	7,779
Classroom / Teaching Supplies & Materials	10,800	22,950	44,044	68,344	119,813
Special Ed Supplies & Materials	3,000	9,545	27,642	70,472	194,423
Textbooks / Workbooks	10,800	22,950	44,044	68,344	119,813
Supplies & Materials other	5,400	5,940	6,534	7,187	7,906
Equipment / Furniture	14,400	30,600	58,725	91,125	159,750
Telephone	10,000	10,000	23,333	62,222	186,667
Technology	19,000	19,000	44,333	118,222	354,667
Student Testing & Assessment	4,320	9,180	17,618	27,338	47,925
Field Trips	2,880	6,120	11,745	18,225	31,950
Transportation (student)	3,000	6,375	12,234	18,984	33,281
Student Services - other	3,000	6,375	12,234	18,984	33,281
Office Expense	6,000	6,600	7,260	7,986	8,785
Staff Development	4,077	4,281	4,495	4,720	4,956
Staff Recruitment	4,000	11,800	32,526	80,246	202,810
Student Recruitment / Marketing	4,000	8,500	16,313	25,313	44,375
School Meals / Lunch	-	-	-	-	-
Travel (Staff)	6,000	6,600	7,260	7,986	8,785
Fundraising	1,000	2,000	4,000	8,000	16,000
Project Lead the Way	4,600	9,775	18,759	29,109	51,031
ACT Aspire	6,000	6,000	6,000	6,000	6,000
Renaissance Learning Accelerated Reader 360	1,546	4,266	5,220	8,100	14,200
TOTAL SCHOOL OPERATIONS	$ 130,223	$ 215,577	$ 411,375	$ 754,315	$ 1,654,195
FACILITY OPERATION & MAINTENANCE					
Insurance	12,000	12,000	28,000	74,667	224,000
Janitorial Services	19,200	19,200	44,800	119,467	358,400
Building and Land Rent / Lease	120,000	120,000	280,000	746,667	2,240,000
Repairs & Maintenance	12,000	12,000	28,000	74,667	224,000
Security Services	4,800	4,800	11,200	29,867	89,600
Utilities	24,000	24,000	56,000	149,333	448,000
Custom Facilities Operations #1	-	-	-	-	-
Custom Facilities Operations #2	-	-	-	-	-
Custom Facilities Operations #3	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	$ 192,000	$ 192,000	$ 448,000	$ 1,194,667	$ 3,584,000
RESERVES / CONTIGENCY	(1,546)	(1,546)	(1,546)	(1,546)	(1,546)
TOTAL EXPENSES	$ 2,433,020	$ 4,758,181	$ 8,869,826	$ 14,129,009	$ 24,999,135
NET OPERATING INCOME (before Depreciation)	$ (89,527)	$ 87,524	$ 376,129	$ 167,374	$ 35,581
DEPRECIATION & AMORTIZATION	-	-	-	-	-
NET OPERATING INCOME (including Depreciation)	$ (89,527)	$ 87,524	$ 376,129	$ 167,374	$ 35,581

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Pioneer Technology & Arts Academy
PROJECTED START-UP BUDGET / OPERATING PLAN
FOR INITIAL CHARTER PERIOD

SUMMARY	
Total Revenue	411,728
Total Expenses	116,781
Net Operating Income (before Depreciation)	294,947

	Start-Up Period
REVENUE	
TOTAL STATE REVENUES	
TOTAL FEDERAL REVENUES	
TOTAL LOCAL & OTHER REVENUES	$ 411,728
TOTAL REVENUE	$ 411,728

Description of Assumptions and Variances

Includes Wells Fargo bank account, pledged contributions and line of credit.

EXPENSES		
ADMINISTRATIVE STAFF PERSONNEL COSTS		
Executive Management	44,500	Superintendent salary for 6 months.
Instructional Management	-	
Deans, Directors & Coordinators	-	
CFO / Director of Finance	-	
Operation / Business Manager	-	
Administrative Staff	-	
Other - Administrative	-	
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	$ 44,500	
INSTRUCTIONAL PERSONNEL COSTS		
Teachers - Regular	-	
Teachers - SPED	-	
Substitute Teachers	-	
Teaching Assistants	-	
Specialty Teachers	-	
Aides	-	
Therapists & Counselors	-	
Other - Instructional	-	
TOTAL INSTRUCTIONAL PERSONNEL COSTS	$ -	
NON-INSTRUCTIONAL PERSONNEL COSTS		
Nurse	-	
Librarian	-	
Custodian	-	
Security	-	
Other - Non-Instructional	-	
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	$ -	
TOTAL PERSONNEL EXPENSES	$ 44,500	
PAYROLL TAXES AND BENEFITS		
Social Security	2,759	Payroll taxes and benefits are based on % on Assumptions worksheet.
Medicare	645	
State Unemployment	271	
Worker's Compensation Insurance	223	
Custom Other Tax #1	-	
Custom Other Tax #2	-	
Health Insurance	3,115	
Dental Insurance	445	
Vision Insurance	223	
Life Insurance	-	
Retirement Contribution	-	
Custom Fringe #1	-	
Custom Fringe #2	-	
TOTAL PAYROLL TAXES AND BENEFITS	$ 7,681	
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	$ 52,181	
CONTRACTED SERVICES		
Accounting / Audit	6,000	Estimate of $1,000 per month.
Legal	5,000	Estimate for policy development and review of contracts.
Management Company Fee	-	
Nurse Services	-	
Food Service / School Lunch	-	
Payroll Services	3,000	Estimate of $500 per month.
Special Ed Services	-	
Titlement Services (i.e. Title I)	-	
Education Service	-	
Memorandums of Understanding	-	
Measures of Academic Progress (MAP)	-	
TOTAL CONTRACTED SERVICES	$ 14,000	

SCHOOL OPERATIONS		
Board Expenses	2,000	Estimate for initial Board training and miscellaneous expenses.
Classroom / Teaching Supplies & Materials	-	
Special Ed Supplies & Materials	-	
Textbooks / Workbooks	-	
Supplies & Materials other	-	
Equipment / Furniture	1,500	Purchase of PE equipment. Cost of extracurricular activities.
Telephone	-	Meadow Oak Academy and Stonebrook Academy will provide telephones at no c
Technology	36,700	Purchase of Chrome Books, Discover Education Streaming, Digital Bookmobile
Student Testing & Assessment	-	
Field Trips	-	
Transportation (student)	-	
Student Services - other	-	
Office Expense	-	Meadow Oak Academy and Stonebrook Academy will cover office expenses at no
Staff Development	-	
Staff Recruitment	4,000	H1B Visa for Mandarin teacher.
Student Recruitment / Marketing	5,000	
School Meals / Lunch	-	
Travel (Staff)	-	
Fundraising	-	
Project Lead the Way	700	
ACT Aspire	700	
Renaissance Learning Accelerated Reader 360	-	
TOTAL SCHOOL OPERATIONS	$ 50,600	
FACILITY OPERATION & MAINTENANCE		
Insurance	-	
Janitorial Services	-	
Building and Land Rent / Lease	-	Meadow Oak Academy and Stonebrook Academy will provide offices at no cost.
Repairs & Maintenance	-	
Security Services	-	
Utilities	-	
Custom Facilities Operations #1	-	
Custom Facilities Operations #2	-	
Custom Facilities Operations #3	-	
TOTAL FACILITY OPERATION & MAINTENANCE	$ -	
RESERVES / CONTIGENCY	-	
TOTAL EXPENSES	$ 116,781	
NET OPERATING INCOME (before Depreciation)	$ 294,947	
DEPRECIATION & AMORTIZATION	-	
NET OPERATING INCOME (including Depreciation)	$ 294,947	

Total FSP from latest Summary of Finances (SOF)	$	2,254,483
Prior Year Settle-Up or Audit Adjustments from FSP Ledger	$	-
Current Year FSP Payments Year to Date from FSP Ledger	$	-
FSP Remaining Balance	$	2,254,483
Number of Remaining FSP Payments	$	12
Remaining Balance to be Paid this Month		8.3%
Payment	**$**	**187,122**

Payment Month	Remaining Payments	% of Unpaid Balance	Estimated Payments Schedule
September	12	8.3%	$ 187,122
October	11	9.1%	$ 188,130
November	10	10.1%	$ 189,802
December	9	11.1%	$ 187,527
January	8	12.4%	$ 186,236
February	7	14.4%	$ 189,456
March	6	16.6%	$ 186,951
April	5	19.9%	$ 186,913
May	4	25.1%	$ 188,839
June	3	33.2%	$ 187,085
July	2	49.7%	$ 187,082
August	1	100.0%	$ 189,341
			$ 2,254,483

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Pioneer Technology & Arts Academy

PROJECTED START-UP BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

SUMMARY								CHECK vs. Budget (Must Be Zero)
Total Revenue	411,728	-	-	-	-	-	411,728	-
Total Expenses	12,864	12,864	12,864	12,864	12,864	52,464	116,781	0
Net Operating Income (before Depreciation)	398,864	(12,864)	(12,864)	(12,864)	(12,864)	(52,464)	294,947	(0)
CASH FLOW ADJUSTMENTS	-	-	-	-	-	-	-	
BEGINNING CASH BALANCE (cash and cash equivalents)	-	398,864	386,001	373,137	360,274	347,410		
ENDING CASH BALANCE (cash and cash equivalents)	398,864	386,001	373,137	360,274	347,410	294,947		

Description of Assumptions and Variances

Enter the months period prior to opening day of school.	02/2015	03/2015	04/2015	05/2015	06/2015	07/2015	TOTAL	
REVENUE								
TOTAL STATE REVENUES	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
TOTAL FEDERAL REVENUES	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
TOTAL LOCAL & OTHER REVENUES	$ 411,728	$ -	$ -	$ -	$ -	$ -	$ 411,728	-
TOTAL REVENUE	$ 411,728	$ -	$ -	$ -	$ -	$ -	$ 411,728	-

EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS								
Executive Management	7,417	7,417	7,417	7,417	7,417	7,417	44,500	0
Instructional Management	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-
Administrative Staff	-	-	-	-	-	-	-	-
Other - Administrative	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	$ 7,417	$ 7,417	$ 7,417	$ 7,417	$ 7,417	$ 7,417	$ 44,500	0
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-
Other - Instructional	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL PERSONNEL COSTS	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-
Other - Non-Instructional	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
TOTAL PERSONNEL EXPENSES	$ 7,417	$ 7,417	$ 7,417	$ 7,417	$ 7,417	$ 7,417	$ 44,500	0
PAYROLL TAXES AND BENEFITS								
Social Security	460	460	460	460	460	460	2,759	(0)
Medicare	108	108	108	108	108	108	645	-
State Unemployment	45	45	45	45	45	45	271	0
Worker's Compensation Insurance	37	37	37	37	37	37	223	0
Custom Other Tax #1	-	-	-	-	-	-	-	-
Custom Other Tax #2	-	-	-	-	-	-	-	-
Health Insurance	519	519	519	519	519	519	3,115	0
Dental Insurance	74	74	74	74	74	74	445	0
Vision Insurance	37	37	37	37	37	37	223	0
Life Insurance	-	-	-	-	-	-	-	-
Retirement Contribution	-	-	-	-	-	-	-	-
Custom Fringe #1	-	-	-	-	-	-	-	-
Custom Fringe #2	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	$ 1,280	$ 1,280	$ 1,280	$ 1,280	$ 1,280	$ 1,280	$ 7,681	0
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	$ 8,697	$ 8,697	$ 8,697	$ 8,697	$ 8,697	$ 8,697	$ 52,181	0
CONTRACTED SERVICES								
Accounting / Audit	1,000	1,000	1,000	1,000	1,000	1,000	6,000	-
Legal	833	833	833	833	833	833	5,000	(0)
Management Company Fee	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-
Payroll Services	500	500	500	500	500	500	3,000	-
Special Ed Services	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-
Education Service	-	-	-	-	-	-	-	-
Memorandums of Understanding	-	-	-	-	-	-	-	-
Measures of Academic Progress (MAP)	-	-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES	$ 2,333	$ 2,333	$ 2,333	$ 2,333	$ 2,333	$ 2,333	$ 14,000	(0)

SCHOOL OPERATIONS								
Board Expenses	333	333	333	333	333	333	2,000	(0)
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	1,500	1,500	-
Telephone	-	-	-	-	-	-	-	-
Technology	-	-	-	-	-	36,700	36,700	-
Student Testing & Assessment	-	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-	-
Office Expense	-	-	-	-	-	-	-	-
Staff Development	-	-	-	-	-	-	-	-
Staff Recruitment	667	667	667	667	667	667	4,000	0
Student Recruitment / Marketing	833	833	833	833	833	833	5,000	(0)
School Meals / Lunch	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-
Project Lead the Way	-	-	-	-	-	700	700	-
ACT Aspire	-	-	-	-	-	700	700	-
Renaissance Learning Accelerated Reader 360	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	$ 1,833	$ 1,833	$ 1,833	$ 1,833	$ 1,833	$ 41,433	$ 50,600	(0)
FACILITY OPERATION & MAINTENANCE								
Insurance	-	-	-	-	-	-	-	-
Janitorial Services	-	-	-	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-	-	-
Security Services	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-
Custom Facilities Operations #1	-	-	-	-	-	-	-	-
Custom Facilities Operations #2	-	-	-	-	-	-	-	-
Custom Facilities Operations #3	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
RESERVES / CONTIGENCY	-	-	-	-	-	-	-	-
TOTAL EXPENSES	$ 12,864	$ 12,864	$ 12,864	$ 12,864	$ 12,864	$ 52,464	$ 116,781	0
NET OPERATING INCOME (before Depreciation)	$ 398,864	$ (12,864)	$ (12,864)	$ (12,864)	$ (12,864)	$ (52,464)	$ 294,947	(0)
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-
NET OPERATING INCOME (including Depreciation)	$ 398,864	$ (12,864)	$ (12,864)	$ (12,864)	$ (12,864)	$ (52,464)	$ 294,947	(0)

Pioneer Technology & Arts Academy

YEAR ONE PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

196,476	196,476	196,476	196,476	196,476	196,476	196,476	196,476	196,476	196,476	189,366	189,366	2,343,493
202,437	202,437	202,437	202,437	202,437	217,437	202,437	202,437	202,437	202,437	197,597	197,597	2,434,565
(5,961)	(5,961)	(5,961)	(5,961)	(5,961)	(20,961)	(5,961)	(5,961)	(5,961)	(5,961)	(8,231)	(8,231)	(91,073)
-	-	-	-	-	-	-	-	-	-	-	-	-
294,947	288,986	283,025	277,063	271,102	265,141	244,180	238,219	232,258	226,297	220,336	212,105	
288,986	283,025	277,063	271,102	265,141	244,180	238,219	232,258	226,297	220,336	212,105	203,874	

08/2015	09/2015	10/2015	11/2015	12/2015	01/2016	02/2016	03/2016	04/2016	05/2016	06/2016	07/2016	TOTAL
$ 187,874	$ 187,874	$ 187,874	$ 187,874	$ 187,874	$ 187,874	$ 187,874	$ 187,874	$ 187,874	$ 187,874	$ 187,874	$ 187,874	$ 2,254,483
$ 1,180	$ 1,180	$ 1,180	$ 1,180	$ 1,180	$ 1,180	$ 1,180	$ 1,180	$ 1,180	$ 1,180	$ -	$ -	$ 11,798
$ 7,422.60	$ 7,423	$ 7,423	$ 7,423	$ 7,423	$ 7,423	$ 7,423	$ 7,423	$ 7,423	$ 7,423	$ 1,493	$ 1,493	$ 77,211
$ 196,476	$ 196,476	$ 196,476	$ 196,476	$ 196,476	$ 196,476	$ 196,476	$ 196,476	$ 196,476	$ 196,476	$ 189,366	$ 189,366	$ 2,343,493

CHECK vs. Budget (Must Be Zero)
(0)
1,546
(1,546)
(0)
(0)
-
(0)

Description of Assumptions and Variances

7,417	7,417	7,417	7,417	7,417	7,417	7,417	7,417	7,417	7,417	7,417	7,417	89,000	0
4,833	4,833	4,833	4,833	4,833	4,833	4,833	4,833	4,833	4,833	4,833	4,833	58,000	(0)
9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	110,000	0
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
8,667	8,667	8,667	8,667	8,667	8,667	8,667	8,667	8,667	8,667	8,667	8,667	104,000	0
-	-	-	-	-	-	-	-	-	-	-	-	-	-
$ 30,083	$ 30,083	$ 30,083	$ 30,083	$ 30,083	$ 30,083	$ 30,083	$ 30,083	$ 30,083	$ 30,083	$ 30,083	$ 30,083	$ 361,000	0

48,750	48,750	48,750	48,750	48,750	48,750	48,750	48,750	48,750	48,750	48,750	48,750	585,000	-
3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	45,000	-
3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	40,000	(0)
5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	60,000	-
28,750	28,750	28,750	28,750	28,750	28,750	28,750	28,750	28,750	28,750	28,750	28,750	345,000	-
1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	20,000	0
4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	50,000	0
-	-	-	-	-	-	-	-	-	-	-	-	-	-
$ 95,417	$ 95,417	$ 95,417	$ 95,417	$ 95,417	$ 95,417	$ 95,417	$ 95,417	$ 95,417	$ 95,417	$ 95,417	$ 95,417	$ 1,145,000	0

3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	45,000	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	50,000	0
-	-	-	-	-	-	-	-	-	-	-	-	-	-
$ 7,917	$ 7,917	$ 7,917	$ 7,917	$ 7,917	$ 7,917	$ 7,917	$ 7,917	$ 7,917	$ 7,917	$ 7,917	$ 7,917	$ 95,000	0
$ 133,417	$ 133,417	$ 133,417	$ 133,417	$ 133,417	$ 133,417	$ 133,417	$ 133,417	$ 133,417	$ 133,417	$ 133,417	$ 133,417	$ 1,601,000	0

8,272	8,272	8,272	8,272	8,272	8,272	8,272	8,272	8,272	8,272	8,272	8,272	99,262	(0)
1,935	1,935	1,935	1,935	1,935	1,935	1,935	1,935	1,935	1,935	1,935	1,935	23,214	(0)
814	814	814	814	814	814	814	814	814	814	814	814	9,766	(0)
667	667	667	667	667	667	667	667	667	667	667	667	8,005	(0)
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
9,339	9,339	9,339	9,339	9,339	9,339	9,339	9,339	9,339	9,339	9,339	9,339	112,070	0
1,334	1,334	1,334	1,334	1,334	1,334	1,334	1,334	1,334	1,334	1,334	1,334	16,010	0
667	667	667	667	667	667	667	667	667	667	667	667	8,005	(0)
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
$ 23,028	$ 23,028	$ 23,028	$ 23,028	$ 23,028	$ 23,028	$ 23,028	$ 23,028	$ 23,028	$ 23,028	$ 23,028	$ 23,028	$ 276,333	(0)
$ 156,444	$ 156,444	$ 156,444	$ 156,444	$ 156,444	$ 156,444	$ 156,444	$ 156,444	$ 156,444	$ 156,444	$ 156,444	$ 156,444	$ 1,877,333	0

3,750	3,750	3,750	3,750	3,750	18,750	3,750	3,750	3,750	3,750	3,750	3,750	60,000	-
1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
6,160	6,160	6,160	6,160	6,160	6,160	6,160	6,160	6,160	6,160	6,160	6,160	73,920	-
1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	12,000	-
500	500	500	500	500	500	500	500	500	500	500	500	6,000	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
3,758	3,758	3,758	3,758	3,758	3,758	3,758	3,758	3,758	3,758	3,758	3,758	45,090	-
417	417	417	417	417	417	417	417	417	417	417	417	5,000	0
1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	18,000	-
$ 18,334	$ 18,334	$ 18,334	$ 18,334	$ 18,334	$ 33,334	$ 18,334	$ 18,334	$ 18,334	$ 18,334	$ 18,334	$ 18,334	$ 235,010	0

533	533	533	533	533	533	533	533	533	533	533	533	6,400	(0)
1,080	1,080	1,080	1,080	1,080	1,080	1,080	1,080	1,080	1,080	-	-	10,800	-
300	300	300	300	300	300	300	300	300	300	-	-	3,000	-
1,080	1,080	1,080	1,080	1,080	1,080	1,080	1,080	1,080	1,080	-	-	10,800	-
450	450	450	450	450	450	450	450	450	450	450	450	5,400	-
1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	14,400	-
833	833	833	833	833	833	833	833	833	833	833	833	10,000	(0)
1,583	1,583	1,583	1,583	1,583	1,583	1,583	1,583	1,583	1,583	1,583	1,583	19,000	(0)
432	432	432	432	432	432	432	432	432	432	-	-	4,320	-
288	288	288	288	288	288	288	288	288	288	-	-	2,880	-
300	300	300	300	300	300	300	300	300	300	-	-	3,000	-
300	300	300	300	300	300	300	300	300	300	-	-	3,000	-
500	500	500	500	500	500	500	500	500	500	500	500	6,000	-
340	340	340	340	340	340	340	340	340	340	340	340	4,077	-
333	333	333	333	333	333	333	333	333	333	333	333	4,000	(0)
333	333	333	333	333	333	333	333	333	333	333	333	4,000	(0)
-	-	-	-	-	-	-	-	-	-	-	-	-	-
500	500	500	500	500	500	500	500	500	500	500	500	6,000	-
83	83	83	83	83	83	83	83	83	83	83	83	1,000	(0)
460	460	460	460	460	460	460	460	460	460	-	-	4,600	-
600	600	600	600	600	600	600	600	600	600	-	-	6,000	-
129	129	129	129	129	129	129	129	129	129	129	129	1,546	(0)
$ 11,659	$ 11,659	$ 11,659	$ 11,659	$ 11,659	$ 11,659	$ 11,659	$ 11,659	$ 11,659	$ 11,659	$ 6,819	$ 6,819	$ 130,223	(0)

1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	12,000	-
1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	19,200	-
10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	120,000	-
1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	12,000	-
400	400	400	400	400	400	400	400	400	400	400	400	4,800	-
2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	24,000	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
$ 16,000	$ 16,000	$ 16,000	$ 16,000	$ 16,000	$ 16,000	$ 16,000	$ 16,000	$ 16,000	$ 16,000	$ 16,000	$ 16,000	$ 192,000	-
-	-	-	-	-	-	-	-	-	-	-	-	-	1,546
$ 202,437	$ 202,437	$ 202,437	$ 202,437	$ 202,437	$ 217,437	$ 202,437	$ 202,437	$ 202,437	$ 202,437	$ 197,597	$ 197,597	$ 2,434,565	1,546
$ (5,961)	$ (5,961)	$ (5,961)	$ (5,961)	$ (5,961)	$ (20,961)	$ (5,961)	$ (5,961)	$ (5,961)	$ (5,961)	$ (8,231)	$ (8,231)	$ (91,073)	(1,546)
-	-	-	-	-	-	-	-	-	-	-	-	-	-
$ (5,961)	$ (5,961)	$ (5,961)	$ (5,961)	$ (5,961)	$ (20,961)	$ (5,961)	$ (5,961)	$ (5,961)	$ (5,961)	$ (8,231)	$ (8,231)	$ (91,073)	(1,546)

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Pioneer Technology & Arts Academy
PROJECTED START-UP BUDGET / OPERATING PLAN
FOR INITIAL CHARTER PERIOD

SUMMARY	
Total Revenue	255,246
Total Expenses	117,213
Net Operating Income (before Depreciation)	138,033

	Start-Up Period	Description of Assumptions and Variances
REVENUE		
TOTAL STATE REVENUES		
TOTAL FEDERAL REVENUES		
TOTAL LOCAL & OTHER REVENUES	$ 255,246	Includes Wells Fargo bank account
TOTAL REVENUE	$ 255,246	

APPROVED DURING CONTINGENCY PROCESS

EXPENSES		
ADMINISTRATIVE STAFF PERSONNEL COSTS		
Executive Management	44,500	Superintendent salary for 6 months.
Instructional Management	-	
Deans, Directors & Coordinators	-	
CFO / Director of Finance	-	
Operation / Business Manager	-	
Administrative Staff	-	
Other - Administrative	-	
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	$ 44,500	
INSTRUCTIONAL PERSONNEL COSTS		
Teachers - Regular	-	
Teachers - SPED	-	
Substitute Teachers	-	
Teaching Assistants	-	
Specialty Teachers	-	
Aides	-	
Therapists & Counselors	-	
Other - Instructional	-	
TOTAL INSTRUCTIONAL PERSONNEL COSTS	$ -	
NON-INSTRUCTIONAL PERSONNEL COSTS		
Nurse	-	
Librarian	-	
Custodian	-	
Security	-	
Other - Non-Instructional	-	
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	$ -	
TOTAL PERSONNEL EXPENSES	$ 44,500	
PAYROLL TAXES AND BENEFITS		
Social Security	2,759	Payroll taxes and benefits are based on % on Assumptions worksheet.
Medicare	645	
State Unemployment	271	
Worker's Compensation Insurance	223	
Custom Other Tax #1	-	
Custom Other Tax #2	-	
Health Insurance	3,115	
Dental Insurance	445	
Vision Insurance	223	
Life Insurance	-	
Retirement Contribution	-	
TRS Contribution for New Employees (first 90 days only)	187	
TRS Care	245	
TOTAL PAYROLL TAXES AND BENEFITS	$ 8,113	
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	$ 52,613	
CONTRACTED SERVICES		
Accounting / Audit	6,000	Estimate of $1,000 per month.
Legal	5,000	Estimate for policy development and review of contracts.
Management Company Fee	-	
Nurse Services	-	
Food Service / School Lunch	-	
Payroll Services	3,000	Estimate of $500 per month.
Special Ed Services	-	
Titlement Services (i.e. Title I)	-	
Education Service	-	
Memorandums of Understanding	-	
Measures of Academic Progress (MAP)	-	
TOTAL CONTRACTED SERVICES	$ 14,000	

APPROVED DURING CONTINGENCY PROCESS

SCHOOL OPERATIONS		
Board Expenses	2,000	Estimate for initial Board training and miscellaneous expenses.
Classroom / Teaching Supplies & Materials	-	
Special Ed Supplies & Materials	-	
Textbooks / Workbooks	-	
Supplies & Materials other	-	
Equipment / Furniture	1,500	Purchase of PE equipment. Cost of extracurricular activities.
Telephone	-	Meadow Oak Academy and Stonebrook Academy will provide telephones at no cost.
Technology	36,700	Purchase of Chrome Books, Discover Education Streaming, Digital Bookmobile
Student Testing & Assessment	-	
Field Trips	-	
Transportation (student)	-	
Student Services - other	-	
Office Expense	-	Meadow Oak Academy and Stonebrook Academy will cover office expenses at no cost.
Staff Development	-	
Staff Recruitment	4,000	H1B Visa for Mandarin teacher.
Student Recruitment / Marketing	5,000	
School Meals / Lunch	-	
Travel (Staff)		
Fundraising	-	
Project Lead the Way	700	
ACT Aspire	700	
Renaissance Learning Accelerated Reader 360	-	
TOTAL SCHOOL OPERATIONS	$ 50,600	
FACILITY OPERATION & MAINTENANCE		
Insurance	-	
Janitorial Services	-	
Building and Land Rent / Lease	-	Meadow Oak Academy and Stonebrook Academy will provide offices at no cost.
Repairs & Maintenance	-	
Security Services	-	
Utilities	-	
Custom Facilities Operations #1	-	
Custom Facilities Operations #2	-	
Custom Facilities Operations #3	-	
TOTAL FACILITY OPERATION & MAINTENANCE	$ -	
RESERVES / CONTIGENCY	-	
TOTAL EXPENSES	$ 117,213	
NET OPERATING INCOME (before Depreciation)	$ 138,033	
DEPRECIATION & AMORTIZATION	-	
NET OPERATING INCOME (including Depreciation)	$ 138,033	

APPROVED DURING CONTINGENCY PROCESS

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Pioneer Technology & Arts Academy

REVENUE AND EXPENSE ASSUMPTIONS

		2016	2017	2018	2019	2020
		Enter the % increase below for which the amount entered in column F should increase each year. Consider using the % changes in Enrollment Tab				
REVENUE						
TOTAL STATE REVENUES	2,254,483.33	0.00%	112.50%	91.91%	55.17%	75.31%
TOTAL FEDERAL REVENUES	11,798	0.00%	0.00%	0.00%	0.00%	0.00%
TOTAL LOCAL & OTHER REVENUES	77,211	0.00%	-44.14%	-7.05%	-55.27%	-31.73%
TOTAL REVENUE	2,343,492.75					

APPROVED DURING CONTINGENCY PROCESS

EXPENSES		For each line item in the Payroll, Taxes & Benefits section enter the % of Total Payroll that line item should represent.				
PAYROLL TAXES AND BENEFITS						
Social Security		6.20%	6.20%	6.20%	6.20%	6.20%
Medicare		1.45%	1.45%	1.45%	1.45%	1.45%
State Unemployment		0.61%	0.61%	0.61%	0.61%	0.61%
Worker's Compensation Insurance		0.50%	0.50%	0.50%	0.50%	0.50%
Custom Other Tax #1		0.00%	0.00%	0.00%	0.00%	0.00%
Custom Other Tax #2		0.00%	0.00%	0.00%	0.00%	0.00%
Health Insurance		7.00%	7.00%	7.00%	7.00%	7.00%
Dental Insurance		1.00%	1.00%	1.00%	1.00%	1.00%
Vision Insurance		0.50%	0.50%	0.50%	0.50%	0.50%
Life Insurance		0.00%	0.00%	0.00%	0.00%	0.00%
Retirement Contribution		0.00%	0.00%	0.00%	0.00%	0.00%
TRS Contribution for New Employees (first 90 days only)		0.42%	0.42%	0.42%	0.42%	0.42%
TRS Care		0.55%	0.55%	0.55%	0.55%	0.55%
TOTAL PAYROLL TAXES AND BENEFITS						
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES		Enter the % increase below for which the amount entered in column F should increase each year.				
CONTRACTED SERVICES						
Accounting / Audit	60,000	0.00%	112.50%	91.91%	55.17%	75.31%
Legal	15,000	0.00%	112.50%	91.91%	55.17%	75.31%
Management Company Fee	-	0.00%	0.00%	0.00%	0.00%	0.00%
Nurse Services	-	0.00%	0.00%	0.00%	0.00%	0.00%
Food Service / School Lunch	73,920	0.00%	112.50%	91.91%	55.17%	75.31%
Payroll Services	12,000	0.00%	195.00%	175.64%	146.72%	152.74%
Special Ed Services	6,000	0.00%	218.18%	189.58%	154.95%	175.89%
Titlement Services (i.e. Title I)	-	0.00%	0.00%	0.00%	0.00%	0.00%
Education Service	45,090	0.00%	112.50%	91.91%	55.17%	75.31%
Memorandums of Understanding	5,000	0.00%	112.50%	91.91%	55.17%	75.31%
Measures of Academic Progress (MAP)	18,000	0.00%	112.50%	91.91%	55.17%	75.31%
TOTAL CONTRACTED SERVICES						

APPROVED DURING CONTINGENCY PROCESS

APPROVED DURING CONTINGENCY PROCESS

SCHOOL OPERATIONS						
Board Expenses	6,400	0.00%	5.00%	5.00%	5.00%	5.00%
Classroom / Teaching Supplies & Materials	10,800	0.00%	112.50%	91.91%	55.17%	75.31%
Special Ed Supplies & Materials	3,000	0.00%	218.18%	189.58%	154.95%	175.89%
Textbooks / Workbooks	10,800	0.00%	112.50%	91.91%	55.17%	75.31%
Supplies & Materials other	5,400	0.00%	10.00%	10.00%	10.00%	10.00%
Equipment / Furniture	14,400	0.00%	112.50%	91.91%	55.17%	75.31%
Telephone	10,000	0.00%	0.00%	133.33%	166.67%	200.00%
Technology	19,000	0.00%	0.00%	133.33%	166.67%	200.00%
Student Testing & Assessment	4,320	0.00%	112.50%	91.91%	55.17%	75.31%
Field Trips	2,880	0.00%	112.50%	91.91%	55.17%	75.31%
Transportation (student)	3,000	0.00%	112.50%	91.91%	55.17%	75.31%
Student Services - other	3,000	0.00%	112.50%	91.91%	55.17%	75.31%
Office Expense	6,000	0.00%	10.00%	10.00%	10.00%	10.00%
Staff Development	4,077	0.00%	5.00%	5.00%	5.00%	5.00%
Staff Recruitment	4,000	0.00%	195.00%	175.64%	73.36%	38.18%
Student Recruitment / Marketing	4,000	0.00%	112.50%	91.91%	55.17%	75.31%
School Meals / Lunch	-	0.00%	0.00%	0.00%	0.00%	0.00%
Travel (Staff)	6,000	0.00%	10.00%	10.00%	10.00%	10.00%
Fundraising	1,000	0.00%	100.00%	100.00%	100.00%	100.00%
Project Lead the Way	4,600	0.00%	112.50%	91.91%	55.17%	75.31%
ACT Aspire	6,000	0.00%	0.00%	0.00%	0.00%	0.00%
Renaissance Learning Accelerated Reader 360	1,546	0.00%	175.94%	22.36%	55.17%	75.31%
TOTAL SCHOOL OPERATIONS						
FACILITY OPERATION & MAINTENANCE						
Insurance	12,000	0.00%	0.00%	133.33%	166.67%	200.00%
Janitorial Services	19,200	0.00%	0.00%	133.33%	166.67%	200.00%
Building and Land Rent / Lease	120,000	0.00%	0.00%	133.33%	166.67%	200.00%
Repairs & Maintenance	12,000	0.00%	0.00%	133.33%	166.67%	200.00%
Security Services	4,800	0.00%	0.00%	133.33%	166.67%	200.00%
Utilities	24,000	0.00%	0.00%	133.33%	166.67%	200.00%
Custom Facilities Operations #1	-	0.00%	0.00%	0.00%	0.00%	0.00%
Custom Facilities Operations #2	-	0.00%	0.00%	0.00%	0.00%	0.00%
Custom Facilities Operations #3	-	0.00%	0.00%	0.00%	0.00%	0.00%
TOTAL FACILITY OPERATION & MAINTENANCE						
RESERVES / CONTIGENCY	(1,546)	0.00%	0.00%	0.00%	0.00%	0.00%
TOTAL EXPENSES						
NET OPERATING INCOME (before Depreciation)						
DEPRECIATION & AMORTIZATION	-	0.00%	0.00%	0.00%	0.00%	0.00%
NET OPERATING INCOME (including Depreciation)						

NOTES

Increases based upon increased enrollment as a %.

Represents 75% participation in federal lunch program.
If awarded, federal funds to supplement state funds.
Pledged contributions and school lunch fees.

APPROVED DURING CONTINGENCY PROCESS

	Esitmate at 2.7% for each employee's first $9,000
	This rate applies to only new employees to TRS and only for the first 90 days of employment.
	Increase commensurate with increased enrollment.
	Increase commensurate with increased enrollment.
	Cost: $1.75/student/full instructional day. 75% participation.
	Increase commensurate with increase in personnel.
	Increase commensurate with increase in SpED enrollment.
	Curriculum license (2% of state revenues).
	Increase commensurate with increased enrollment.
	Increase commensurate with increased enrollment.

APPROVED DURING CONTINGENCY PROCESS

APPROVED DURING CONTINGENCY PROCESS

Estimated modest increase.
Increase commensurate with increased enrollment.
Increase commensurate with increase in SpED enrollment.
Increase commensurate with increased enrollment.
Estimated modest increase.
Increase commensurate with increased enrollment.
Increase commensurate with addition of campuses.
Increase commensurate with addition of campuses.
Increase commensurate with increased enrollment.
Increase commensurate with increased enrollment.
Increase commensurate with increased enrollment.
Increase commensurate with increased enrollment.
Estimated modest increase.
Will primarily utilize federal funds for staff development.
Increase to recruit additional staff.
Increase to promote increased enrollment.

Estimated modest increase.
Increase for improved fundraising effort.
Increase commensurate with increased enrollment.
Increase commensurate with increased enrollment.
Due to the limitation of this worksheet, this amount was included herein although it actually pertains to 2017.

Increase commensurate with addition of campuses.
Increase commensurate with addition of campuses.
Increase commensurate with addition of campuses.
Increase commensurate with addition of campuses.
Increase commensurate with addition of campuses.
Increase commensurate with addition of campuses.

This adjustment pertains to the Accelerated Reader 360 expense noted above. Due to the limitations of this worksheet, the cost was included in Year 1 but it pertains to Year 2. An adjustment was made to Year 1 here to account for this fact.

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Pioneer Technology & Arts Academy

PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

SUMMARY					
Total Revenue	2,343,493	4,845,706	9,245,954	14,296,383	25,034,716
Total Expenses	2,448,549	4,789,918	8,927,517	14,191,400	25,009,556
Net Operating Income (before Depreciation)	(105,057)	55,788	318,437	104,983	25,160
Revenue Per Pupil	7,323	7,126	7,085	7,060	7,052
Expenses Per Pupil	7,652	7,044	6,841	7,008	7,045
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
	2016	2017	2018	2019	2020

REVENUE					
TOTAL STATE REVENUES	$ 2,254,483	$ 4,790,777	$ 9,194,065	$ 14,266,652	$ 25,010,674
TOTAL FEDERAL REVENUES	$ 11,798	$ 11,798	$ 11,798	$ 11,798	$ 11,798
TOTAL LOCAL & OTHER REVENUES	$ 77,211	$ 43,130	$ 40,091	$ 17,933	$ 12,243
TOTAL REVENUE	$ 2,343,493	$ 4,845,706	$ 9,245,954	$ 14,296,383	$ 25,034,716

APPROVED DURING CONTINGENCY PROCESS

EXPENSES					
ADMINISTRATIVE STAFF PERSONNEL COSTS					
Executive Management	89,000	91,225	93,506	95,843	98,239
Instructional Management	58,000	188,600	397,136	542,753	695,402
Deans, Directors & Coordinators	110,000	112,750	178,606	183,071	187,648
CFO / Director of Finance	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-
Administrative Staff	104,000	106,600	151,290	198,148	247,254
Other - Administrative	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	$ 361,000	$ 499,175	$ 820,538	$ 1,019,815	$ 1,228,544
INSTRUCTIONAL PERSONNEL COSTS					
Teachers - Regular	585,000	1,245,375	2,458,463	3,925,266	7,053,364
Teachers - SPED	45,000	138,375	236,391	339,221	496,716
Substitute Teachers	40,000	82,000	126,075	172,303	220,763
Teaching Assistants	60,000	102,500	210,125	366,143	618,135
Specialty Teachers	345,000	804,625	1,444,609	2,207,626	3,228,653
Aides	20,000	61,500	105,063	150,765	220,763
Therapists & Counselors	50,000	51,250	105,063	107,689	110,381
Other - Instructional	-	-	-	-	-
TOTAL INSTRUCTIONAL PERSONNEL COSTS	$ 1,145,000	$ 2,485,625	$ 4,685,788	$ 7,269,012	$ 11,948,775
NON-INSTRUCTIONAL PERSONNEL COSTS					
Nurse	45,000	184,500	283,669	387,681	496,716
Librarian	-	-	-	-	-
Custodian	-	-	-	-	-
Security	50,000	102,500	157,594	215,378	275,953
Other - Non-Instructional	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	$ 95,000	$ 287,000	$ 441,263	$ 603,059	$ 772,669
TOTAL PERSONNEL EXPENSES	$ 1,601,000	$ 3,271,800	$ 5,947,588	$ 8,891,886	$ 13,949,987
PAYROLL TAXES AND BENEFITS					
Social Security	99,262	202,852	368,750	551,297	864,899
Medicare	23,215	47,441	86,240	128,932	202,275
State Unemployment	9,766	19,958	36,280	54,241	85,095
Worker's Compensation Insurance	8,005	16,359	29,738	44,459	69,750
Custom Other Tax #1	-	-	-	-	-
Custom Other Tax #2	-	-	-	-	-
Health Insurance	112,070	229,026	416,331	622,432	976,499
Dental Insurance	16,010	32,718	59,476	88,919	139,500
Vision Insurance	8,005	16,359	29,738	44,459	69,750
Life Insurance	-	-	-	-	-
Retirement Contribution	-	-	-	-	-
TRS Contribution for New Employees (first 90 days only)	6,724	13,742	24,980	37,346	58,590
TRS Care	8,806	17,995	32,712	48,905	76,725
TOTAL PAYROLL TAXES AND BENEFITS	$ 291,862	$ 596,449	$ 1,084,245	$ 1,620,991	$ 2,543,083
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	$ 1,892,862	$ 3,868,249	$ 7,031,833	$ 10,512,877	$ 16,493,070
CONTRACTED SERVICES					
Accounting / Audit	60,000	127,500	244,688	379,688	665,625
Legal	15,000	31,875	61,172	94,922	166,406
Management Company Fee	-	-	-	-	-
Nurse Services	-	-	-	-	-
Food Service / School Lunch	73,920	157,080	301,455	467,775	820,050
Payroll Services	12,000	35,400	97,577	240,737	608,430
Special Ed Services	6,000	19,091	55,284	140,944	388,846
Titlement Services (i.e. Title I)	-	-	-	-	-
Education Service	45,090	95,816	183,883	285,335	500,217
Memorandums of Understanding	5,000	10,625	20,391	31,641	55,469
Measures of Academic Progress (MAP)	18,000	38,250	73,406	113,906	199,688
TOTAL CONTRACTED SERVICES	$ 235,010	$ 515,637	$ 1,037,855	$ 1,754,948	$ 3,404,731

APPROVED DURING CONTINGENCY PROCESS

SCHOOL OPERATIONS					
Board Expenses	6,400	6,720	7,056	7,409	7,779
Classroom / Teaching Supplies & Materials	10,800	22,950	44,044	68,344	119,813
Special Ed Supplies & Materials	3,000	9,545	27,642	70,472	194,423
Textbooks / Workbooks	10,800	22,950	44,044	68,344	119,813
Supplies & Materials other	5,400	5,940	6,534	7,187	7,906
Equipment / Furniture	14,400	30,600	58,725	91,125	159,750
Telephone	10,000	10,000	23,333	62,222	186,667
Technology	19,000	19,000	44,333	118,222	354,667
Student Testing & Assessment	4,320	9,180	17,618	27,338	47,925
Field Trips	2,880	6,120	11,745	18,225	31,950
Transportation (student)	3,000	6,375	12,234	18,984	33,281
Student Services - other	3,000	6,375	12,234	18,984	33,281
Office Expense	6,000	6,600	7,260	7,986	8,785
Staff Development	4,077	4,281	4,495	4,720	4,956
Staff Recruitment	4,000	11,800	32,526	56,386	77,916
Student Recruitment / Marketing	4,000	8,500	16,313	25,313	44,375
School Meals / Lunch	-	-	-	-	-
Travel (Staff)	6,000	6,600	7,260	7,986	8,785
Fundraising	1,000	2,000	4,000	8,000	16,000
Project Lead the Way	4,600	9,775	18,759	29,109	51,031
ACT Aspire	6,000	6,000	6,000	6,000	6,000
Renaissance Learning Accelerated Reader 360	1,546	4,266	5,220	8,100	14,200
TOTAL SCHOOL OPERATIONS	$ 130,223	$ 215,577	$ 411,375	$ 730,455	$ 1,529,301
FACILITY OPERATION & MAINTENANCE					
Insurance	12,000	12,000	28,000	74,667	224,000
Janitorial Services	19,200	19,200	44,800	119,467	358,400
Building and Land Rent / Lease	120,000	120,000	280,000	746,667	2,240,000
Repairs & Maintenance	12,000	12,000	28,000	74,667	224,000
Security Services	4,800	4,800	11,200	29,867	89,600
Utilities	24,000	24,000	56,000	149,333	448,000
Custom Facilities Operations #1	-	-	-	-	-
Custom Facilities Operations #2	-	-	-	-	-
Custom Facilities Operations #3	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	$ 192,000	$ 192,000	$ 448,000	$ 1,194,667	$ 3,584,000
RESERVES / CONTIGENCY	(1,546)	(1,546)	(1,546)	(1,546)	(1,546)
TOTAL EXPENSES	$ 2,448,549	$ 4,789,918	$ 8,927,517	$ 14,191,400	$ 25,009,556
NET OPERATING INCOME (before Depreciation)	$ (105,057)	$ 55,788	$ 318,437	$ 104,983	$ 25,160
DEPRECIATION & AMORTIZATION	-	-	-	-	-
NET OPERATING INCOME (including Depreciation)	$ (105,057)	$ 55,788	$ 318,437	$ 104,983	$ 25,160

APPROVED DURING CONTINGENCY PROCESS

Description of Assumptions and Variances

APPROVED DURING CONTINGENCY PROCESS

APPROVED DURING CONTINGENCY PROCESS

APPROVED DURING CONTINGENCY PROCESS

Pioneer Technology & Arts Academy

YEAR ONE PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

													CHECK vs. Budget (Must Be Zero)
196,476	196,476	196,476	196,476	196,476	196,476	196,476	196,476	196,476	196,476	189,366	189,366	2,343,493	(0)
203,731	203,731	203,731	203,731	203,731	218,731	203,731	203,731	203,731	203,731	198,891	197,345	2,448,549	(0)
(7,255)	(7,255)	(7,255)	(7,255)	(7,255)	(22,255)	(7,255)	(7,255)	(7,255)	(7,255)	(9,525)	(7,979)	(105,056)	0
-	-	-	-	-	-	-	-	-	-	-	-	-	
138,033	130,778	123,523	116,267	109,012	101,757	79,502	72,246	64,991	57,736	50,481	40,956		
130,778	123,523	116,267	109,012	101,757	79,502	72,246	64,991	57,736	50,481	40,956	32,977		

08/2016	09/2016	10/2016	11/2016	12/2016	01/2017	02/2017	03/2017	04/2017	05/2017	06/2017	07/2017	TOTAL
$ 187,874	$ 187,874	$ 187,874	$ 187,874	$ 187,874	$ 187,874	$ 187,874	$ 187,874	$ 187,874	$ 187,874	$ 187,874	$ 187,874	$ 2,254,483
$ 1,180	$ 1,180	$ 1,180	$ 1,180	$ 1,180	$ 1,180	$ 1,180	$ 1,180	$ 1,180	$ 1,180	$ -	$ -	$ 11,798
$ 7,422.60	$ 7,423	$ 7,423	$ 7,423	$ 7,423	$ 7,423	$ 7,423	$ 7,423	$ 7,423	$ 7,423	$ 1,493	$ 1,493	$ 77,211
$ 196,476	$ 196,476	$ 196,476	$ 196,476	$ 196,476	$ 196,476	$ 196,476	$ 196,476	$ 196,476	$ 196,476	$ 189,366	$ 189,366	$ 2,343,493

	Description of Assumptions and Variances
(0)	
(0)	
0	

7,417	7,417	7,417	7,417	7,417	7,417	7,417	7,417	7,417	7,417	7,417	7,417	89,000	0
4,833	4,833	4,833	4,833	4,833	4,833	4,833	4,833	4,833	4,833	4,833	4,833	58,000	(0)
9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	110,000	0
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
8,667	8,667	8,667	8,667	8,667	8,667	8,667	8,667	8,667	8,667	8,667	8,667	104,000	0
-	-	-	-	-	-	-	-	-	-	-	-	-	-
$ 30,083	$ 30,083	$ 30,083	$ 30,083	$ 30,083	$ 30,083	$ 30,083	$ 30,083	$ 30,083	$ 30,083	$ 30,083	$ 30,083	$ 361,000	0

48,750	48,750	48,750	48,750	48,750	48,750	48,750	48,750	48,750	48,750	48,750	48,750	585,000	-
3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	45,000	-
3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	40,000	(0)
5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	60,000	-
28,750	28,750	28,750	28,750	28,750	28,750	28,750	28,750	28,750	28,750	28,750	28,750	345,000	-
1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	20,000	0
4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	50,000	0
-	-	-	-	-	-	-	-	-	-	-	-	-	-
$ 95,417	$ 95,417	$ 95,417	$ 95,417	$ 95,417	$ 95,417	$ 95,417	$ 95,417	$ 95,417	$ 95,417	$ 95,417	$ 95,417	$ 1,145,000	0

3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	45,000	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	50,000	0
-	-	-	-	-	-	-	-	-	-	-	-	-	-
$ 7,917	$ 7,917	$ 7,917	$ 7,917	$ 7,917	$ 7,917	$ 7,917	$ 7,917	$ 7,917	$ 7,917	$ 7,917	$ 7,917	$ 95,000	0
$ 133,417	$ 133,417	$ 133,417	$ 133,417	$ 133,417	$ 133,417	$ 133,417	$ 133,417	$ 133,417	$ 133,417	$ 133,417	$ 133,417	$ 1,601,000	0

8,272	8,272	8,272	8,272	8,272	8,272	8,272	8,272	8,272	8,272	8,272	8,272	99,262	(0)
1,935	1,935	1,935	1,935	1,935	1,935	1,935	1,935	1,935	1,935	1,935	1,935	23,214	(0)
814	814	814	814	814	814	814	814	814	814	814	814	9,766	(0)
667	667	667	667	667	667	667	667	667	667	667	667	8,005	(0)
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
9,339	9,339	9,339	9,339	9,339	9,339	9,339	9,339	9,339	9,339	9,339	9,339	112,070	0
1,334	1,334	1,334	1,334	1,334	1,334	1,334	1,334	1,334	1,334	1,334	1,334	16,010	0
667	667	667	667	667	667	667	667	667	667	667	667	8,005	(0)
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
560	560	560	560	560	560	560	560	560	560	560	560	6,724	-
734	734	734	734	734	734	734	734	734	734	734	734	8,805	(0)
$ 24,322	$ 24,322	$ 24,322	$ 24,322	$ 24,322	$ 24,322	$ 24,322	$ 24,322	$ 24,322	$ 24,322	$ 24,322	$ 24,322	$ 291,862	(0)
$ 157,739	$ 157,739	$ 157,739	$ 157,739	$ 157,739	$ 157,739	$ 157,739	$ 157,739	$ 157,739	$ 157,739	$ 157,739	$ 157,739	$ 1,892,862	0

3,750	3,750	3,750	3,750	3,750	18,750	3,750	3,750	3,750	3,750	3,750	3,750	60,000	-
1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
6,160	6,160	6,160	6,160	6,160	6,160	6,160	6,160	6,160	6,160	6,160	6,160	73,920	-
1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	12,000	-
500	500	500	500	500	500	500	500	500	500	500	500	6,000	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
3,758	3,758	3,758	3,758	3,758	3,758	3,758	3,758	3,758	3,758	3,758	3,758	45,090	-
417	417	417	417	417	417	417	417	417	417	417	417	5,000	0
1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	18,000	-
$ 18,334	$ 18,334	$ 18,334	$ 18,334	$ 18,334	$ 33,334	$ 18,334	$ 18,334	$ 18,334	$ 18,334	$ 18,334	$ 18,334	$ 235,010	0

APPROVED DURING CONTINGENCY PROCESS

533	533	533	533	533	533	533	533	533	533	533	533	6,400	(0)
1,080	1,080	1,080	1,080	1,080	1,080	1,080	1,080	1,080	1,080	-	-	10,800	-
300	300	300	300	300	300	300	300	300	300	-	-	3,000	-
1,080	1,080	1,080	1,080	1,080	1,080	1,080	1,080	1,080	1,080	-	-	10,800	-
450	450	450	450	450	450	450	450	450	450	450	450	5,400	-
1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	14,400	-
833	833	833	833	833	833	833	833	833	833	833	833	10,000	(0)
1,583	1,583	1,583	1,583	1,583	1,583	1,583	1,583	1,583	1,583	1,583	1,583	19,000	(0)
432	432	432	432	432	432	432	432	432	432	-	-	4,320	-
288	288	288	288	288	288	288	288	288	288	-	-	2,880	-
300	300	300	300	300	300	300	300	300	300	-	-	3,000	-
300	300	300	300	300	300	300	300	300	300	-	-	3,000	-
500	500	500	500	500	500	500	500	500	500	500	500	6,000	-
340	340	340	340	340	340	340	340	340	340	340	340	4,077	-
333	333	333	333	333	333	333	333	333	333	333	333	4,000	(0)
333	333	333	333	333	333	333	333	333	333	333	333	4,000	(0)
-	-	-	-	-	-	-	-	-	-	-	-	-	-
500	500	500	500	500	500	500	500	500	500	500	500	6,000	-
83	83	83	83	83	83	83	83	83	83	83	83	1,000	(0)
460	460	460	460	460	460	460	460	460	460	-	-	4,600	-
600	600	600	600	600	600	600	600	600	600	-	-	6,000	-
129	129	129	129	129	129	129	129	129	129	129	129	1,546	(0)
$ 11,659	$ 11,659	$ 11,659	$ 11,659	$ 11,659	$ 11,659	$ 11,659	$ 11,659	$ 11,659	$ 11,659	$ 6,819	$ 6,819	$ 130,223	(0)

1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	12,000	-
1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	19,200	-
10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	120,000	-
1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	12,000	-
400	400	400	400	400	400	400	400	400	400	400	400	4,800	-
2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	24,000	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
$ 16,000	$ 16,000	$ 16,000	$ 16,000	$ 16,000	$ 16,000	$ 16,000	$ 16,000	$ 16,000	$ 16,000	$ 16,000	$ 16,000	$ 192,000	-
-	-	-	-	-	-	-	-	-	-	-	(1,546)	(1,546)	-
$ 203,731	$ 203,731	$ 203,731	$ 203,731	$ 203,731	$ 218,731	$ 203,731	$ 203,731	$ 203,731	$ 203,731	$ 198,891	$ 197,345	$ 2,448,549	(0)
$ (7,255)	$ (7,255)	$ (7,255)	$ (7,255)	$ (7,255)	$ (22,255)	$ (7,255)	$ (7,255)	$ (7,255)	$ (7,255)	$ (9,525)	$ (7,979)	$ (105,056)	0
-	-	-	-	-	-	-	-	-	-	-	-	-	-
$ (7,255)	$ (7,255)	$ (7,255)	$ (7,255)	$ (7,255)	$ (22,255)	$ (7,255)	$ (7,255)	$ (7,255)	$ (7,255)	$ (9,525)	$ (7,979)	$ (105,056)	0

This adjustment pertains to the Accelerated Reader 360 expense noted on the Assumptions worksheet. Due to the limitations of this worksheet, the cost was included in Year 1 but it pertains to Year 2. An adjustment was made to Year 1 here to account for this fact.

APPROVED DURING CONTINGENCY PROCESS

Attachment F4

Audit Report

January 7, 2014

Ms. Heather Mauzé
Director
Division of Charter School Administration
Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701

REVISED DURING CONTINGENCY PROCESS
SEE INSERT

RE: Unaudited Financial Report

Dear Ms. Mauzé:

In response to the instructions found on page 8 in the Generation Twenty Open-Enrollment Charter Application Instructions and Guidelines, and in accordance with applicable law, enclosed as Attachment F.4 is an unaudited financial record for Meadow Oaks Education Foundation d/b/a Pioneer Technology & Arts Academy.

On behalf of the Board of Directors, I do hereby attest to the accuracy and completeness of the financial information disclosed on the attached unaudited financial records, including financial position, activities and cash flows enclosed herewith. Although the enclosed records were not audited or prepared by a certified public accountant, we nonetheless certify that the enclosed was prepared in accordance with standards promulgated by the American Institute of Certified Public Accountants and the Financial Accounting Standards Board and the requirements promulgated in Module 10 to the Financial Accountability System Resource Guide.

Respectfully,

President
Board of Directors

August 17, 2015

Ms. Heather Mauzé
Director
Division of Charter School Administration
Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701

APPROVED DURING CONTINGENCY PROCESS

RE: **Unaudited Financial Record**

Dear Ms. Mauzé:

In response to the instructions found on page 8 in the Generation Twenty Open-Enrollment Charter Application Instructions and Guidelines, and in accordance with applicable law, enclosed as Attachment F.4 is an unaudited financial record for Meadow Oaks Education Foundation d/b/a Pioneer Technology & Arts Academy.

On behalf of the Board of Directors, we do hereby attest to the accuracy and completeness of the financial information disclosed on the attached unaudited financial records, including financial position, activities and cash flows enclosed herewith. Although the enclosed records were not audited or prepared by a certified public accountant, we nonetheless certify that the enclosed was prepared in accordance with standards promulgated by the American Institute of Certified Public Accountants and the Financial Accounting Standards Board and the requirements promulgated in Module 10 to the Financial Accountability System Resource Guide.

Respectfully,

Shubham Pandey
President
Board of Directors

Betty Hastings
Vice President/Treasurer
Board of Directors

State of Texas
County of Rockwall

On this day, Shubham Pandey and Betty Hastings (names of affiants) appeared before me the undersigned notary public and deposed that he/she executed the above statement and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 21 day of August, 2015.

(Notary Public) J M Thomas (Seal)

My commission expires August 27, 17

JEANNIE MARIE THOMAS
Notary Public, State of Texas
My Commission Expires
August 27, 2017

Meadow Oaks Education Foundation
Unaudited Record of Activities
For the Period Ended December 31, 2014

REVISED DURING CONTINGENCY PROCESS
SEE INSERT

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total Net Assets
evenues			
.ocal Support:			
Contributions	$ -	$ -	$ -
Fundraising activities	$ 255,246.10	$ -	$ 255,246.10
nterest and other income	$ -	$ -	$ -
Total Local Support	$ 255,246.10	$ -	$ 255,246.10
sets released from restrictions	$ -	$ -	$ -
evenues	$ 255,246.10	$ -	$ 255,246.10
services:	$ -		$ -
ervices:			
rative support services	$ -		$ -
sing	$ -		$ -
Total Expenses	$ -		$ -
Change in Net Assets	$ 255,246.10	$ -	$ 255,246.10
Net Assets, Beginning	$ -	$ -	$ -
Net Assets, Ending	$ 255,246.10	$ -	$ 255,246.10

APPROVED DURING CONTINGENCY PROCESS

Meadow Oaks Education Foundation
Unaudited Record of Activities
For the Period Ended December 31, 2014

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total Net Assets
Revenues			
Local Support:			
Contributions	$ -	$ -	$ -
Fundraising activities	$ 255,246.10	$ -	$ 255,246.10
Interest and other income	$ -	$ -	$ -
Total Local Support	$ 255,246.10	$ -	$ 255,246.10
Net assets released from restrictions	$ -	$ -	$ -
Total Revenues	$ 255,246.10	$ -	$ 255,246.10
Expenses			
Program services:	$ -		$ -
Support services:			
Administrative support services	$ -		$ -
Fund raising	$ -		$ -
Total Expenses	$ -		$ -
Change in Net Assets	$ 255,246.10	$ -	$ 255,246.10
Net Assets, Beginning	$ -	$ -	$ -
Net Assets, Ending	$ 255,246.10	$ -	$ 255,246.10

Meadow Oaks Education Foundation
Unaudited F
As c *REVISED DURING CONTINGENCY PROCESS SEE INSERT*
Asse

Current Assets:		
Cash and cash equivalents	$	255,246.10
Contributions receivable	$	-
Total Current Assets	$	255,246.10
Other Assets	$	-
Total Assets	$	255,246.10
Liabilities and Net Assets		
Current Liabilities:		
Accounts Payable	$	-
Deferred Revenue	$	-
Total Current Liabilities	$	-
Notes Payable	$	-
Total Liabilities	$	-
Net Assets:		
Unrestricted net assets	$	255,246.10
Temporarily restricted net assets	$	-
Total Net Assets	$	255,246.10
Total Liabilities and Net Assets	$	255,246.10

APPROVED DURING CONTINGENCY PROCESS

Meadow Oaks Education Foundation
Unaudited Record of Financial Position
As of December 31, 2014

Assets

Current Assets:		
Cash and cash equivalents	$	255,246.10
Contributions receivable	$	-
Total Current Assets	$	255,246.10
Other Assets	$	-
Total Assets	$	255,246.10

Liabilities and Net Assets

Current Liabilities:		
Accounts Payable	$	-
Deferred Revenue	$	-
Total Current Liabilities	$	-
Notes Payable	$	-
Total Liabilities	$	-
Net Assets:		
Unrestricted net assets	$	255,246.10
Temporarily restricted net assets	$	-
Total Net Assets	$	255,246.10
Total Liabilities and Net Assets	$	255,246.10

REVISED DURING CONTINGENCY PROCESS
SEE INSERT

ducation Foundation
ord of Cash Flows
d Ended December 31, 2014

operating activities:		
ayments	$	-
ontributions and fund-raising activities	$	255,246.10
Miscellaneous sources	$	-
Payments to vendors for goods and services rendered	$	-
Payments to personnel for services rendered	$	-
Net cash provided by operating activities	$	255,246.10
Change in Cash	$	255,246.10
Cash, Beginning	$	-
Cash, Ending	$	255,246.10

Meadow Oaks Education Foundation
Unaudited Record of Cash Flows
For the Period Ended December 31, 2014

Cash flows from operating activities:		
Grant payments	$	-
Contributions and fund-raising activities	$	255,246.10
Miscellaneous sources	$	-
Payments to vendors for goods and services rendered	$	-
Payments to personnel for services rendered	$	-
Net cash provided by operating activities	$	255,246.10
Change in Cash	$	255,246.10
Cash, Beginning	$	-
Cash, Ending	$	255,246.10

APPROVED DURING CONTINGENCY PROCESS

Attachment F5

Credit Report

STATEMENT OF NO CREDIT REPORT

No documents are being provided because the sponsoring entity was incorporated after January 1, 2012. Meadow Oaks Education Foundation was formed on March 18, 2014 and no credit report was available as of the application deadline.

DATE: 11/9/15

MEADOW OAKS EDUCATION FOUNDATION

By: _____
Shubham Pandey, Director

Attachment F6

IRS Form 990

STATEMENT OF NO TAX RETURN

An exempt entity's Form 990 is due the 15th day of the 5th month after the end of its accounting period. Meadow Oaks Education Foundation was formed on March 18, 2014 and its fiscal year end is August 31, so no Form 990 for the Corporation has been filed. The first due date for the Corporation to file its Form 990 is January 15, 2015.

DATE:

MEADOW OAKS EDUCATION FOUNDATION

By: _____
Shubham Pandey Director

REVISED DURING CONTINGENCY PROCESS
SEE INSERT

shubham pandey

From:	epostcard@urban.org
Sent:	Monday, April 13, 2015 11:36 AM
To:	shubham@ptaaschool.org
Subject:	Form 990-N E-filing Receipt - IRS Status: Accepted

Organization: MEADOW OAKS EDUCATION FOUNDATION
EIN: 46-5137310
Submission Type: Form 990-N
Year: 2013
Submission ID: 7800582015103df98184
e-File Postmark: 4/13/2015 12:30:28 PM
Accepted Date: 4/13/2015

APPROVED DURING CONTINGENCY PROCESS

The IRS has accepted the e-Postcard described above. Please save this receipt for your records.

Thank you for filing.

---

e-Postcard technical support
Phone: 866-255-0654 (toll free)
email:ePostcard@urban.org

MEADOW OAKS EDUCATION FOUNDATION
1412 S Belt Line Rd
Mesquite, TX 75149

No virus found in this message.
Checked by AVG - www.avg.com
Version: 2015.0.5863 / Virus Database: 4328/9505 - Release Date: 04/10/15

Attachment F7

Community Resources or Partnerships

APPROVED DURING CONTINGENCY PROCESS

Memorandum of Understanding
for the 2015-2016 and 2016-2017 School Years between
Meadow Oaks Education Foundation DBA Pioneer Technology & Arts Academy
and
Meadow Oaks Academy and Stonebrook Academy

This is a written agreement between Meadow Oaks Education Foundation doing business as Pioneer Technology & Arts Academy (PTAA) and Meadow Oaks Academy (MOA) and Stonebrook Academy (SBA) regarding the goods and services that will be provided, at no cost, to PTAA for extracurricular activities during the 2015-2016 and 2016-2017 school years. Together, both MOA and SBA will provide the items listed below for various extracurricular activities.

1. Music: Casio piano style key boards, stands, stereo headphones, xylophones and drum sets.

2. Art: Canvases, stands, containers, brushes, pencils, paints, sketch books and other similar art materials and supplies.

3. Computer lab: Desktop computers, keyboards, mice, monitors, computer desks, chairs and other related peripherals.

4. Gymnasium: Heavy duty carts for storage (balls and equipment), basketballs, volleyballs, nets, jump ropes, hula hoops, climbing wall, mats and other similar athletic gear.

Signed this 24th day of August, 2015.

Dee Chhabra
Member, MOA Board

Shubham Pandey
Member, PTAA Board

Dee Chhabra
Member, SBA Board

APPROVED DURING CONTINGENCY PROCESS

Memorandum of Understanding
for the 2015-2016 and 2016-2017 School Years between
Meadow Oaks Education Foundation DBA Pioneer Technology & Arts Academy
and
Meadow Oaks Academy and Stonebrook Academy

This is a written agreement during start-up period between Meadow Oaks Education Foundation doing business as Pioneer Technology & Arts Academy (PTAA) and Meadow Oaks Academy (MOA) and Stonebrook Academy (SBA) regarding office occupancy, furniture, equipment, materials and supplies that will be provided, at no cost, to PTAA. Together, MOA and SBA will provide the following office occupancy, furniture, equipment, materials and supplies to PTAA.

Phone and Fax Lines: MOA will provide two (2) dedicated lines with phone number 972-285-6895 and 972-285-7599 (extension 221 and 222) that for any charter school business. MOA will also provide a fax line (972-285-7647) to PTAA. The current voicemail system will be changed after charter contract is signed to properly direct PTAA parents to the right phone extensions.

Stonebrook will provide two (2) dedicated phone lines (972-636-0777 and 972-636-7073) and a fax line (972-636-7073).

Internet: MOA and SBA will provide Wi-Fi internet service.

Office Furniture, Equipment, Materials and Supplies: MOA and SBA together will also provide PTAA the following office furniture, equipment and supplies: desks, chairs, copier, printers, laminating machine, notepads, binders, pens, pencils, markers, laptop, filing cabinets, folders, copy paper and other similar office materials and supplies.

Signed this 24th day of August, 2015.

Dee Chhabra
Member, MOA Board

Shubham Pandey
Member, PTAA Board

Dee Chhabra
Member, SBA Board

APPROVED DURING CONTINGENCY PROCESS

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

Pioneer Technology & Arts Academy

1412 S Belt Line Rd
Mesquite TX 75149

Letter of Support/ Goods/ Contribution

I pledge to support The Pioneer Technology & Arts Academy Charter school:

- ☐ Volunteer Hours : _____
- ☐ Goods : _____
- ☐ Weekly Pledge of : $_____
- ☑ Monthly Pledge of : $ 50.00
- ☐ Yearly Pledge of : $_____

Beginning : May, 2016 and Ending May ;2016

[redacted]

APPROVED DURING CONTINGENCY PROCESS

LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

Pioneer Technology & Arts Academy

1412 S Belt Line Rd
Mesquite TX 75149

Letter of Support/ Goods/ Contribution

I pledge to support The Pioneer Technology & Arts Academy Charter school:

- ☐ Volunteer Hours : _____
- ☐ Goods : _____
- ☐ Weekly Pledge of : $_____
- ☐ Monthly Pledge of : $_____
- ☑ Yearly Pledge of : $ 500 ~~one~~

Beginning : July, 2015 and Ending Dec, 2018

[redacted]

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

Pioneer Technology & Arts Academy

1412 S Belt Line Rd
Mesquite TX 75149

Letter of Support/ Goods/ Contribution

I pledge to support The Pioneer Technology & Arts Academy Charter school:

APPROVED DURING CONTINGENCY PROCESS

- ☐ Volunteer Hours : _____
- ☐ Goods : _____
- ☐ Weekly Pledge of : $_____
- ☑ Monthly Pledge of : $ 100
- ☐ Yearly Pledge of : $_____

Beginning : JAN, 2016 and Ending DEC ;2018

[redacted]

APPROVED DURING CONTINGENCY PROCESS

LOVE WHAT YOU LEARN

OW OAKS EDUCATION FOUNDATION

ɛer Technology & Arts Academy

1412 S Belt Line Rd
Mesquite TX 75149

Letter of Support/ Goods/ Contribution

I pledge to support The Pioneer Technology & Arts Academy Charter school:

- ☐ Volunteer Hours : _____
- ☐ Goods : _____
- ☐ Weekly Pledge of : $_____
- ☑ Monthly Pledge of : $ 25
- ☐ Yearly Pledge of : $_____

Beginning : JAN, 20 15 and Ending DEC, 20 16

[redacted]

300.

APPROVED DURING CONTINGENCY PROCESS

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

Pioneer Technology & Arts Academy

1412 S Belt Line Rd
Mesquite TX 75149

Letter of Support/ Goods/ Contribution

I pledge to support The Pioneer Technology & Arts Academy Charter school:

- ☐ Volunteer Hours : _____
- ☐ Goods : _____
- ☑ Weekly Pledge of : $ 10
- ☐ Monthly Pledge of : $_____
- ☐ Yearly Pledge of : $_____

Beginning : July, 2018 and Ending July, 2018

[redacted]

1560

APPROVED DURING CONTINGENCY PROCESS

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

Pioneer Technology & Arts Academy

1412 S Belt Line Rd
Mesquite TX 75149

Letter of Support/ Goods/ Contribution

I pledge to support The Pioneer Technology & Arts Academy Charter school:

- ☐ Volunteer Hours : _____
- ☐ Goods : _____
- ☐ Weekly Pledge of : $_____
- ☑ Monthly Pledge of : $ 500.00
- ☐ Yearly Pledge of : $_____

Beginning : MAY, 2015 and Ending MAY, 2016

[redacted]

APPROVED DURING CONTINGENCY PROCESS

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

Pioneer Technology & Arts Academy

1412 S Belt Line Rd
Mesquite TX 75149

Letter of Support/ Goods/ Contribution

I pledge to support The Pioneer Technology & Arts Academy Charter school:

- ☐ Volunteer Hours : _____
- ☐ Goods : _____
- ☐ Weekly Pledge of : $_____
- ☑ Monthly Pledge of : $ 100.00
- ☐ Yearly Pledge of : $_____

Beginning : May, 2015 and Ending May, 2018

[redacted]

APPROVED DURING CONTINGENCY PROCESS

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

Pioneer Technology & Arts Academy

1412 S Belt Line Rd
Mesquite TX 75149

Letter of Support/ Goods/ Contribution

I pledge to support The Pioneer Technology & Arts Academy Charter school:

- ☐ Volunteer Hours : _____
- ☐ Goods : _____
- ☐ Weekly Pledge of : $_____
- ☒ Monthly Pledge of : $ 250
- ☐ Yearly Pledge of : $_____

Beginning : May, 2015 and Ending May, 2016

[redacted]

7/17

APPROVED DURING CONTINGENCY PROCESS

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

Pioneer Technology & Arts Academy

1412 S Belt Line Rd
Mesquite TX 75149

Letter of Support/ Goods/ Contribution

I pledge to support The Pioneer Technology & Arts Academy Charter school:

☑ Volunteer Hours : 20 hr/ Month

☐ Goods : _____

☐ Weekly Pledge of : $_____

☐ Monthly Pledge of : $20

☐ Yearly Pledge of : $_____

Beginning : May, 2015 and Ending May, 2020

[redacted]

APPROVED DURING CONTINGENCY PROCESS

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

Pioneer Technology & Arts Academy

1412 S Belt Line Rd
Mesquite TX 75149

Letter of Support/ Goods/ Contribution

I pledge to support The Pioneer Technology & Arts Academy Charter school:

- ☐ Volunteer Hours : _____
- ☑ Goods : Shelves, White Board, Computers
- ☑ Weekly Pledge of : $ 20
- ☐ Monthly Pledge of : $_____
- ☐ Yearly Pledge of : $_____

Beginning : Jan, 2015 and Ending Dec ;2015

[redacted]

APPROVED DURING CONTINGENCY PROCESS

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

Pioneer Technology & Arts Academy

1412 S Belt Line Rd
Mesquite TX 75149

Letter of Support/ Goods/ Contribution

I pledge to support The Pioneer Technology & Arts Academy Charter school:

- [x] Volunteer Hours : 40hrs 1 month
- [ ] Goods : _____
- [ ] Weekly Pledge of : $_____
- [ ] Monthly Pledge of : $_____
- [x] Yearly Pledge of : $ 100

Beginning : JAN, 2015 and Ending Dec, 2016

[redacted]

APPROVED DURING CONTINGENCY PROCESS

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

Pioneer Technology & Arts Academy

1412 S Belt Line Rd
Mesquite TX 75149

Letter of Support/ Goods/ Contribution

I pledge to support The Pioneer Technology & Arts Academy Charter school:

- [x] Volunteer Hours : 20 hr / Month
- [x] Goods : White Boards 2, Shelves (6)
- [ ] Weekly Pledge of : $_____
- [x] Monthly Pledge of : $ 100.00
- [ ] Yearly Pledge of : $_____

Beginning : JANUARY, 20 15 and Ending December ;20 20

[redacted]

Pioneer

Pioneer Technology & Arts Academy

1412 S Belt Line Rd
Mesquite TX 75149

Letter of Support/ Goods/ Contribution

APPROVED DURING CONTINGENCY PROCESS

I pledge to support The Pioneer Technology & Arts Academy Charter

- ☐ Volunteer Hours: 20/Quarter
- ☐ Goods : _____
- ☐ Weekly Pledge of: $ 100/month
- ☒ Monthly Pledge of: $ _____
- ☐ Yearly Pledge of: $ _____

Beginning: August, 20 15 and Ending July, 20 18

[redacted]

APPROVED DURING CONTINGENCY PROCESS

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

Pioneer Technology & Arts Academy

1412 S Belt Line Rd
Mesquite TX 75149

Letter of Support/ Goods/ Contribution

I pledge to support The Pioneer Technology & Arts Academy Charter school:

- ☑ Volunteer Hours : 40/Quarter
- ☐ Goods : _____
- ☑ Weekly Pledge of : $ 10.00
- ☐ Monthly Pledge of : $_____
- ☐ Yearly Pledge of : $_____

Beginning : March, 2016 and Ending January, 2020

[redacted]

APPROVED DURING CONTINGENCY PROCESS

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

Pioneer Technology & Arts Academy

1412 S Belt Line Rd
Mesquite TX 75149

Letter of Support/ Goods/ Contribution

I pledge to support The Pioneer Technology & Arts Academy Charter school:

- ☑ Volunteer Hours : 40.00/Quater
- ☐ Goods : _____
- ☑ Weekly Pledge of : $ 10.00
- ☐ Monthly Pledge of : $_____
- ☐ Yearly Pledge of : $_____

Beginning : January, 2015 and Ending December, 2020

[redacted]

APPROVED DURING CONTINGENCY PROCESS

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

Pioneer Technology & Arts Academy

1412 S Belt Line Rd
Mesquite TX 75149

Letter of Support/ Goods/ Contribution

I pledge to support The Pioneer Technology & Arts Academy Charter school:

☑ Volunteer Hours : 40hrs/month

☐ Goods : _____

☑ Weekly Pledge of : $ 20

☐ Monthly Pledge of : $_____

☐ Yearly Pledge of : $_____

Beginning : Jan, 2015 and Ending Dec, 2018

[redacted]

720

APPROVED DURING CONTINGENCY PROCESS

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

Pioneer Technology & Arts Academy

1412 S Belt Line Rd
Mesquite TX 75149

Letter of Support/ Goods/ Contribution

I pledge to support The Pioneer Technology & Arts Academy Charter school:

- ☒ Volunteer Hours : 40 / Year
- ☒ Goods : Science equipment, TV's, Computers
- ☐ Weekly Pledge of : $_____
- ☒ Monthly Pledge of : $ 50.00
- ☐ Yearly Pledge of : $_____

Beginning : JANUARY, 2015 and Ending December, 2020

[redacted]

$ 3000

APPROVED DURING CONTINGENCY PROCESS

LOVE WHAT YOU LEARN

OAKS EDUCATION FOUNDATION

Pioneer Technology & Arts Academy

1412 S Belt Line Rd
Mesquite TX 75149

Letter of Support/ Goods/ Contribution

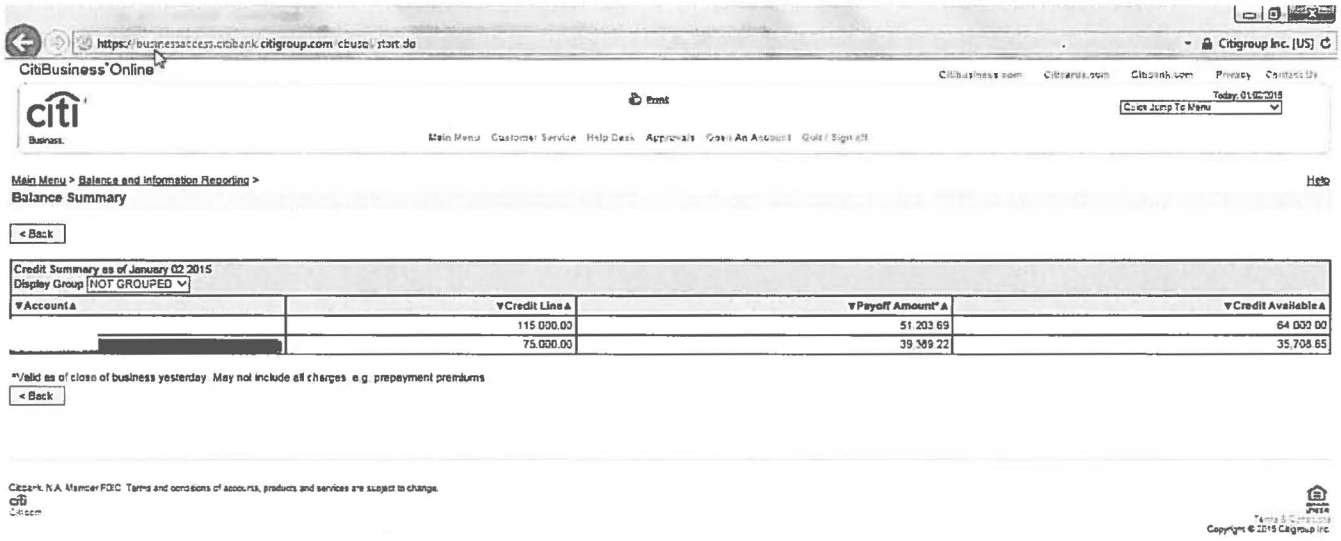
I pledge to support The Pioneer Technology & Arts Academy Charter school:

- ☐ Volunteer Hours : _____
- ☑ Goods : shelves, Books,
- ☑ Weekly Pledge of : $ 20.00
- ☐ Monthly Pledge of : $_____
- ☐ Yearly Pledge of : $_____

Beginning : May, 2015 and Ending May ;2018

[redacted]

4/3/20



https://businessaccess.citibank.citigroup.com/cbusol/start.do

Citigroup Inc. [US]

CitiBusiness Online

Citibusiness.com Citibanks.com Citibank.com Privacy Contact Us

citi Business.

Print

Today: 01/02/2015

Quick Jump To Menu

Main Menu Customer Service Help Desk Approvals Open An Account Quick Sign off

Main Menu > Balance and Information Reporting >

Help

Balance Summary

< Back

Credit Summary as of January 02 2015

Display Group NOT GROUPED

▼Account▲	▼Credit Line▲	▼Payoff Amount*▲	▼Credit Available▲
[redacted]	115,000.00	51,203.69	64,000.00
[redacted]	75,000.00	39,389.22	35,708.65

*Valid as of close of business yesterday. May not include all charges, e.g. prepayment premiums

< Back

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citi

Citibank

Terms & Conditions

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Gold Business Services Package

Account number: [redacted] • December 1, 2014 - December 31, 2014 •

WELLS FARGO

MEADOW OAKS EDUCATION FOUNDATION

[redacted]

Questions?

Available by phone 24 hours a day, 7 days a week:

1-800-CALL-WELLS (1-800-225-5935)

TTY: 1-800-877-4833

En español: 1-877-337-7454

Online: wellsfargo.com/biz

Write: Wells Fargo Bank, N.A. (808)
P.O. Box 6995
Portland, OR 97228-6995

Your Business and Wells Fargo

Don't forget to notify us of your business travel plans to help avoid issues when using your Wells Fargo cards while traveling. It's easy to notify us online at wellsfargo.com/travelplan, through the Wells Fargo mobile app, or by calling the phone number on the back of your card.

Account options

A check mark in the box indicates you have these convenient services with your account(s). Go to wellsfargo.com/biz or call the number above if you have questions or if you would like to add new services.

Business Online Banking	☑
Online Statements	☑
Business Bill Pay	☑
Business Spending Report	☑
Overdraft Protection	☑

Activity summary

Beginning balance on 12/1	$253,896.10
Deposits/Credits	1,350.00
Withdrawals/Debits	- 0.00
Ending balance on 12/31	**$255,246.10**
Average ledger balance this period	$253,983.19

Account number: [redacted]

MEADOW OAKS EDUCATION FOUNDATION

Texas/Arkansas account terms and conditions apply

For Direct Deposit use
Routing Number (RTN): 111900659

For Wire Transfers use
Routing Number (RTN): 121000248

Overdraft Protection

Your account is linked to the following for Overdraft Protection:

- Savings [redacted]

(808)
Sheet Seq = 0220179
Sheet 00001 of 00002

Prepared For	STONEBROOK LEARNING SHUBHAM PANDEY
Account Number	[redacted]
Statement Closing Date	12/04/14
Days in Billing Cycle	28
Next Statement Date	01/06/15
Credit Line	$50,000
Available Credit	$49,850

For 24-Hour Customer Service Call:
800-225-5935

Inquiries or Questions:
WF Business Direct PO Box 348750
Sacramento, CA 95834

Payments:
Payment Remittance Center PO Box 54349
Los Angeles, CA 90054-0349

Payment Information

New Balance	$150.00
Current Payment Due	**$50.00**
Current Payment Due Date	**12/29/14**

If you wish to pay off your balance in full: The balance noted on your statement is not the payoff amount. Please call 800-225-5935 for payoff information.

Account Summary

Previous Balance		$150.00
Credits	-	$0.00
Payments	-	$0.00
Purchases & Other Charges	+	$0.00
Cash Advances	+	$0.00
Finance Charges	+	$0.00
New Balance	=	$150.00

Rate Information

Your rate may vary according to the terms of your agreement.

TYPE OF BALANCE	ANNUAL INTEREST RATE	DAILY FINANCE CHARGE RATE	AVERAGE DAILY BALANCE	PERIODIC FINANCE CHARGES	TRANSACTION FINANCE CHARGES	TOTAL FINANCE CHARGES
PURCHASES	9.500%	.02602%	$0.00	$0.00	$0.00	$0.00
CASH ADVANCES	9.500%	.02602%	$0.00	$0.00	$0.00	$0.00
TOTAL				$0.00	$0.00	$0.00

Important Information

TOTAL *FINANCE CHARGE* BILLED IN 2014 $0.00

See reverse side for important information.

5596 YTG 1 7 4 141204 0 PAGE 1 of 3 1 0 1821 4000 BL50 01DQ5596

DETACH HERE
Detach and mail with check payable to "Wells Fargo" to arrive by Current Payment Due Date.

Make checks payable to: Wells Fargo

Account Number	[redacted]
New Balance	$150.00
Total Amount Due	**$50.00**
Current Payment Due Date	**12/29/14**

Amount Enclosed: $

[redacted]

Print address or phone changes:

Work ( )

PAYMENT REMITTANCE CENTER YTG
PO BOX 54349 9
LOS ANGELES CA 90054-0349

STONEBROOK LEARNING
SHUBHAM PANDEY
[redacted]

Meadow Oaks Academy will utilize the following line of credit for the benefit of Pioneer Technology & Arts Academy (PTAA)

Bank Name : Citibank

Account Number : XXXXX4858 & XXX[redacted]

Total Line of Credit : ($64000 + $35708.65) = **$99708.65**

1/9/15

Meadow Oaks Academy
President

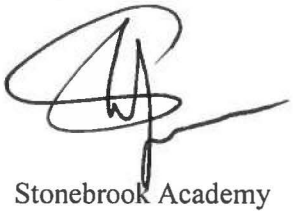
Date:

Stonebrook Academy will utilize the following line of credit for the benefit of Pioneer Technology & Arts Academy (PTAA)

Bank Name : Wellsfargo

Account Number : [redacted]

Total Line of Credit : **$50,000.00**



1/9/15

Stonebrook Academy
President

Date:

Goods Pledged for PTAA by community

Person 1	Utensils, Shevles, Pencils
Person 2	Books
Person 3	Books, Utensils
Person 4	Shelves, Books, Center Equipment
Person 5	Any items needs
Person 6	Science Equipment, Computers, TV's
Person 7	White Board, Shelves
Person 8	Shelves, Books
Person 9	Shelves, white Board, Computer
Person 10	Not specified

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

Pioneer Technology & Arts Academy

1412 S Belt Line Rd
Mesquite TX 75149

Letter of Support/ Goods/ Contribution

I pledge to support The Pioneer Technology & Arts Academy Charter school:

- [x] Volunteer Hours : 20 hr / Month
- [x] Goods : White Boards 2, Shelves (6)
- [ ] Weekly Pledge of : $_____
- [x] Monthly Pledge of : $ 100.00
- [ ] Yearly Pledge of : $_____

Beginning : January, 20 15 and Ending December, 20 20

[redacted]

$6000

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

Pioneer Technology & Arts Academy

1412 S Belt Line Rd
Mesquite TX 75149

Letter of Support/ Goods/ Contribution

I pledge to support The Pioneer Technology & Arts Academy Charter school:

- ☐ Volunteer Hours : _____
- ☑ Goods : shelves, Books,
- ☑ Weekly Pledge of : $ 20.00
- ☐ Monthly Pledge of : $_____
- ☐ Yearly Pledge of : $_____

Beginning : May, 2015 and Ending May, 2018

[redacted]

$3120

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

Pioneer Technology & Arts Academy

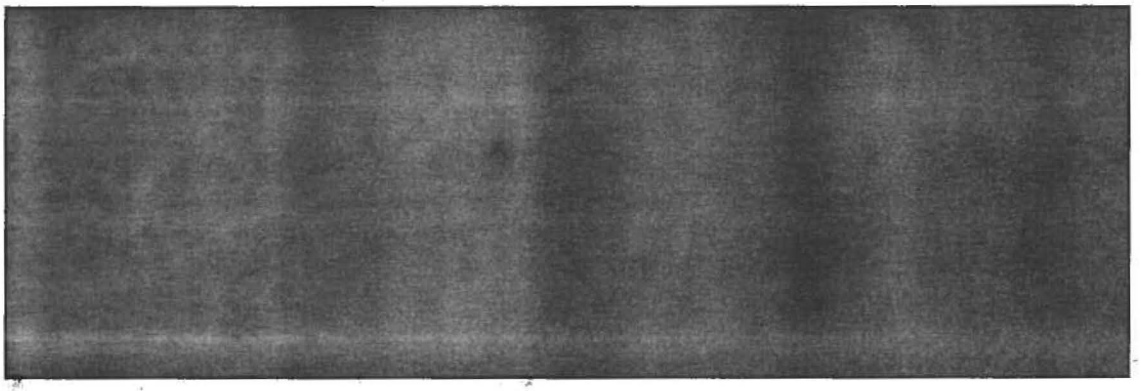
1412 S Belt Line Rd
Mesquite TX 75149

Letter of Support/ Goods/ Contribution

I pledge to support The Pioneer Technology & Arts Academy Charter school:

- ☐ Volunteer Hours : _____
- ☑ Goods : Shelves, White Board, Computers
- ☑ Weekly Pledge of : $ 20
- ☐ Monthly Pledge of : $_____
- ☐ Yearly Pledge of : $_____

Beginning : Jan, 2015 and Ending Dec, 2015



1048

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

Pioneer Technology & Arts Academy

1412 S Belt Line Rd
Mesquite TX 75149

Letter of Support/ Goods/ Contribution

I pledge to support The Pioneer Technology & Arts Academy Charter school:

- [x] Volunteer Hours : 40 / Year
- [x] Goods : Science, equipment, TV's, Computers
- [ ] Weekly Pledge of : $_____
- [x] Monthly Pledge of : $ 50.00
- [ ] Yearly Pledge of : $_____

Beginning : JANUARY, 2025 and Ending December, 2020

[redacted]

$ 3000

PTAA LOVE WHAT YOU LEARN
DBA MEADOW OAKS EDUCATION FOUNDATION

Pioneer Technology & Arts Academy

1412 S Belt Line Rd
Mesquite TX 75149

Letter of Support/ Goods/ Contribution

I pledge to support The Pioneer Technology & Arts Academy Charter school:

☒ Volunteer Hours : 30 month

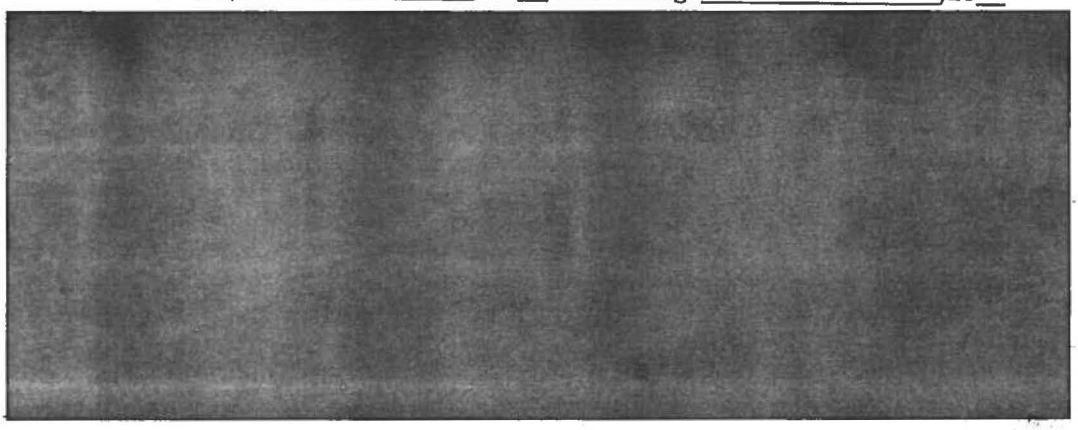
☐ Goods : Utensils / Shelves / Pencils

☐ Weekly Pledge of : $_____

☐ Monthly Pledge of : $_____

☐ Yearly Pledge of : $_____

Beginning : _____, 20__ and Ending _____,20__



PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

Pioneer Technology & Arts Academy

1412 S Belt Line Rd
Mesquite TX 75149

Letter of Support/ Goods/ Contribution

I pledge to support The Pioneer Technology & Arts Academy Charter school:

☑ Volunteer Hours : 40 hrs/month

☒ Goods : books.

☐ Weekly Pledge of : $_____

☐ Monthly Pledge of : $_____

☐ Yearly Pledge of : $_____

Beginning : January, 2015 and Ending December, 2020

[redacted]

PTAA LOVE WHAT YOU LEARN
DBA MEADOW OAKS EDUCATION FOUNDATION

Pioneer Technology & Arts Academy

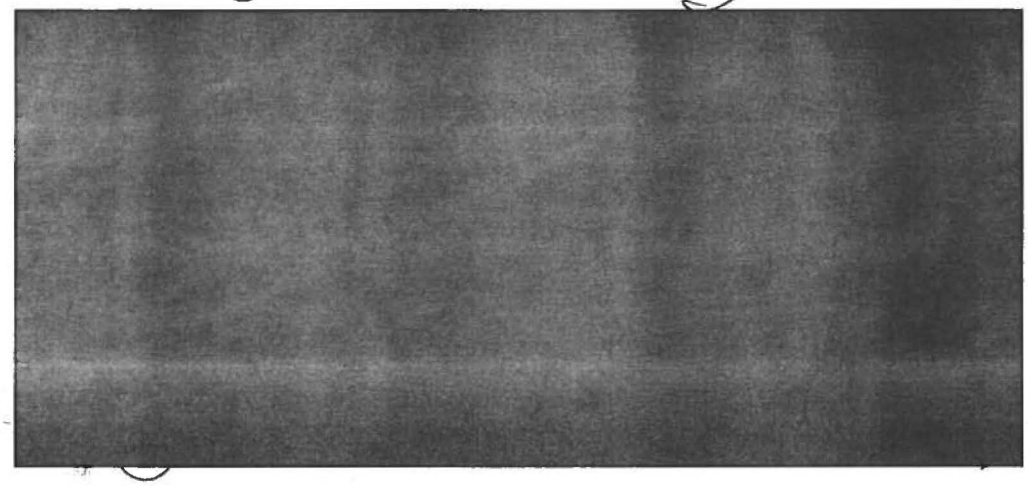
1412 S Belt Line Rd
Mesquite TX 75149

Letter of Support/ Goods/ Contribution

I pledge to support The Pioneer Technology & Arts Academy Charter school:

- ☒ Volunteer Hours : 40 month
- ☒ Goods : books, Utensils
- ☐ Weekly Pledge of : $_____
- ☐ Monthly Pledge of : $_____
- ☐ Yearly Pledge of : $_____

Beginning : Jan, 2016 and Ending December 2016



PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

Pioneer Technology & Arts Academy

1412 S Belt Line Rd
Mesquite TX 75149

Letter of Support/ Goods/ Contribution

I pledge to support The Pioneer Technology & Arts Academy Charter school:

☑ Volunteer Hours : 40/month

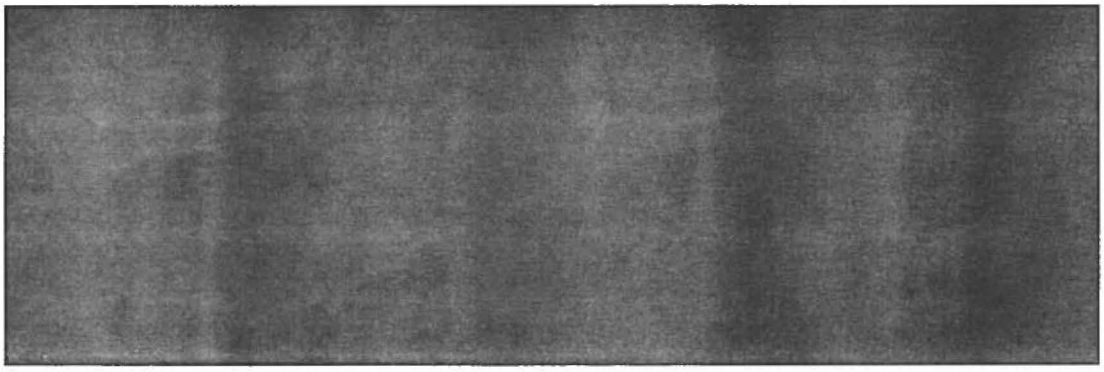
☑ Goods : Shelves, Books, Center equipment

☐ Weekly Pledge of : $_____

☐ Monthly Pledge of : $_____

☐ Yearly Pledge of : $_____

Beginning : _____, 20__ and Ending _____;20__



PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

Pioneer Technology & Arts Academy

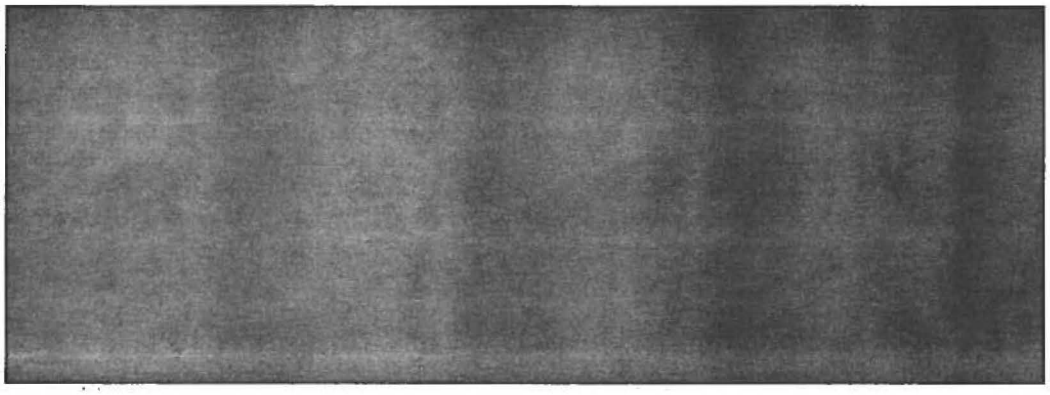
1412 S Belt Line Rd
Mesquite TX 75149

Letter of Support/ Goods/ Contribution

I pledge to support The Pioneer Technology & Arts Academy Charter school:

- ☐ Volunteer Hours : _____
- ☒ Goods : _____
- ☐ Weekly Pledge of : $_____
- ☐ Monthly Pledge of : $_____
- ☐ Yearly Pledge of : $_____

Beginning : January 1, 2015 and Ending December 20 15



PTAA LOVE WHAT YOU LEARN
DBA MEADOW OAKS EDUCATION FOUNDATION

Pioneer Technology & Arts Academy

1412 S Belt Line Rd
Mesquite TX 75149

Letter of Support/ Goods/ Contribution

I pledge to support The Pioneer Technology & Arts Academy Charter school:

- ☐ Volunteer Hours : _____
- ☑ Goods : Anything needed for Class
- ☐ Weekly Pledge of : $_____
- ☐ Monthly Pledge of : $_____
- ☐ Yearly Pledge of : $_____

Beginning : _____, 20__ and Ending _____,20__

[redacted]

Help hours pledged to PTAA

	Number of Hours/Month or Quarter		Total Number of Hours
Person 1	40 Hours	Quarterly	1440 Hours
Person 2	20 Hours	Monthly	240 Hours
Person 3	40 Hours	Monthly	800 Hours
Person 4	40 Hours	Monthly	800 Hours
Person 5	40 Hours	Monthly	200 Hours
Person 6	20 Hours	Monthly	1200 Hours
Person 7	40 Hours	Monthly	480 Hours
Person 8	40 Hours	Monthly	160 Hours
Person 9	20 Hours	Monthly	1200 Hours
Person 10	40 Hours	Monthly	480 Hours
Person 11	20 Hours	Monthly	240 Hours
Person 12	50 Hours	Monthly	200 Hours
Person 13	10 Hours	Monthly	600 Hours
Person 14	10 Hours	Monthly	600 Hours
Person 15	10 Hours	Monthly	600 Hours
Person 16	10 Hours	Monthly	360 Hours
Person 17	10 Hours	Monthly	120 Hours
Person 18	40 Hours	Monthly	120 Hours
Person 19	40 Hours	Quarterly	1440 Hours
Person 20	30 Hours	Monthly	360 Hours
Person 21	40 Hours	Monthly	160 Hours
Person 22	40 Hours	Quarterly	2400 Hours
Person 23	40 Hours	Monthly	160 Hours
Person 24	40 Hours	Monthly	160 Hours
Person 25	20 Hours	Monthly	240 Hours
Person 26	40 Hours	Monthly	160 Hours
Person 27	20 Hours	Monthly	960 Hours
Person 28	40 Hours	Monthly	160 Hours
Person 29	20 Hours	Monthly	240 Hours
Person 30	15 Hours	Monthly	540 Hours
Totoal # of Hours/ Month.			**21,500 Hours**

Pioneer Technology & Arts Academy

1412 S Belt Line Rd
Mesquite TX 75149

Letter of Support/ Goods/ Contribution

I pledge to support The Pioneer Technology & Arts Academy Charter School:

☑ Volunteer Hours: 10 + (per month)

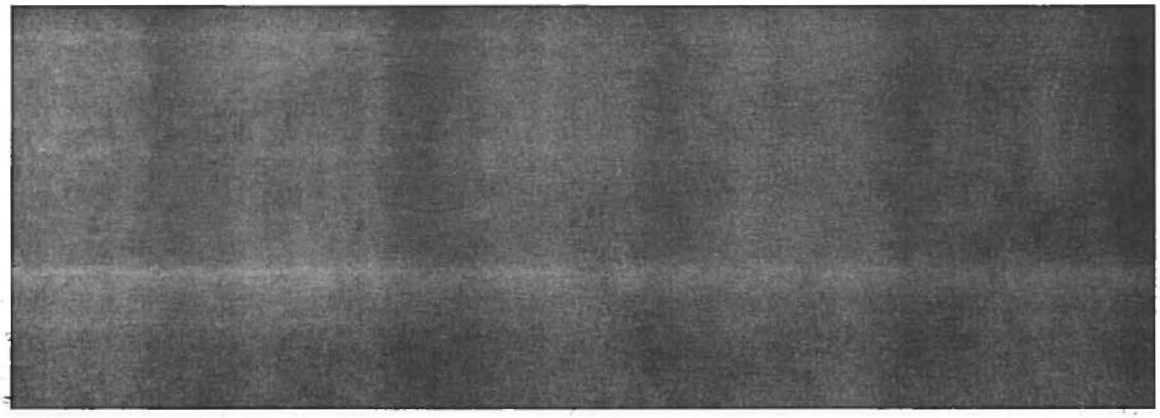
☐ Goods : _____

☐ Weekly Pledge of: $_____

☐ Monthly Pledge of: $_____

☐ Yearly Pledge of: $_____

Beginning: July, 2019 and Ending July, 2020



Pioneer Technology & Arts Academy

1412 S Belt Line Rd
Mesquite TX 75149

Letter of Support/ Goods/ Contribution

I pledge to support The Pioneer Technology & Arts Academy Charter School:

☑ Volunteer Hours: 10 per month

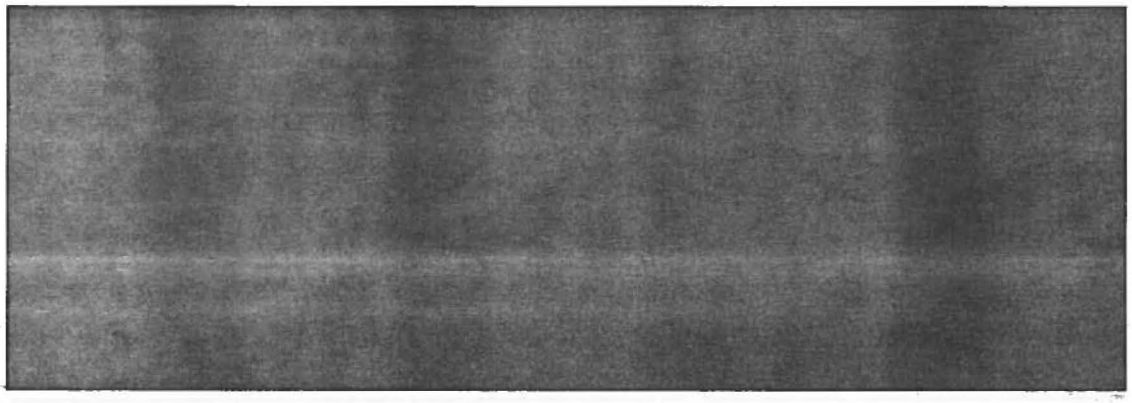
☐ Goods : _____

☐ Weekly Pledge of: $_____

☐ Monthly Pledge of: $_____

☐ Yearly Pledge of: $_____

Beginning: July, 2015 and Ending July, 2020



Ms. Ginny Narr

Pioneer Technology & Arts Academy

1412 S Belt Line Rd
Mesquite TX 75149

Letter of Support/ Goods/ Contribution

I pledge to support The Pioneer Technology & Arts Academy Charter School:

☑ Volunteer Hours: 10 HOURS PER MONTH

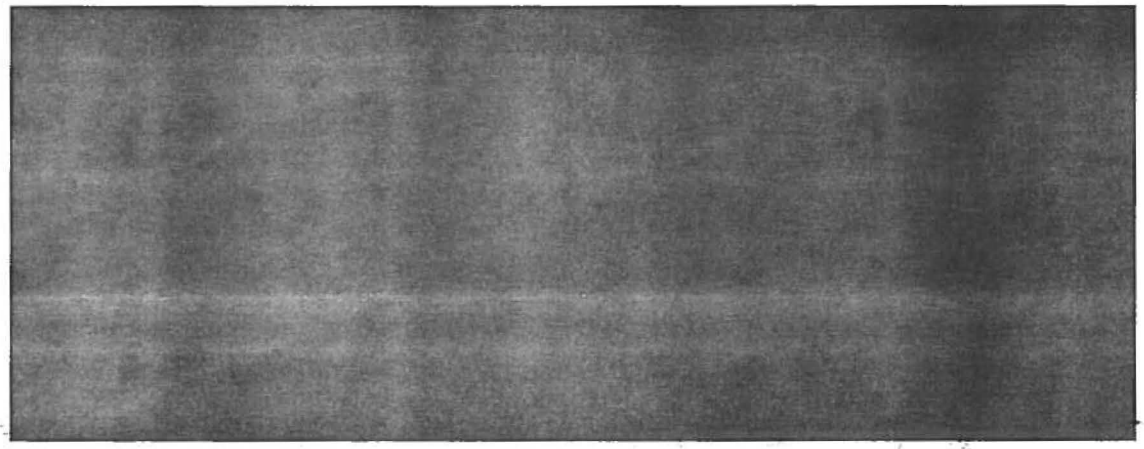
☐ Goods : _____

☐ Weekly Pledge of: $_____

☐ Monthly Pledge of: $_____

☐ Yearly Pledge of: $_____

Beginning: July, 2015 and Ending _____, 2020



Pioneer Technology & Arts Academy

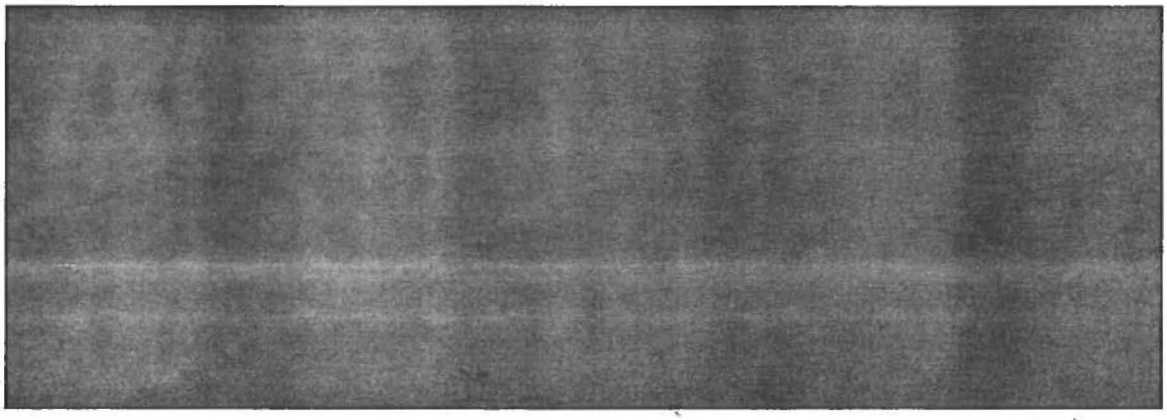
1412 S Belt Line Rd
Mesquite TX 75149

Letter of Support/ Goods/ Contribution

I pledge to support The Pioneer Technology & Arts Academy Charter School:

- ☑ Volunteer Hours: 10 Per mth.
- ☐ Goods : _____
- ☐ Weekly Pledge of: $_____
- ☐ Monthly Pledge of: $_____
- ☐ Yearly Pledge of: $_____

Beginning: July, 2015 and Ending July, 2018



PTAA LOVE WHAT YOU LEARN
DBA MEADOW OAKS EDUCATION FOUNDATION

Pioneer Technology & Arts Academy

1412 S Belt Line Rd
Mesquite TX 75149

Letter of Support/ Goods/ Contribution

I pledge to support The Pioneer Technology & Arts Academy Charter school:

☒ Volunteer Hours : 10 monthly

☐ Goods : _____

☐ Weekly Pledge of : $_____

☐ Monthly Pledge of : $_____

☐ Yearly Pledge of : $_____

Beginning : _____, 20__ and Ending _____;20__

[redacted]

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

Pioneer Technology & Arts Academy

1412 S Belt Line Rd
Mesquite TX 75149

Letter of Support/ Goods/ Contribution

I pledge to support The Pioneer Technology & Arts Academy Charter school:

- [x] Volunteer Hours : 50/yr
- [ ] Goods : _____
- [ ] Weekly Pledge of : $_____.
- [ ] Monthly Pledge of : $_____
- [ ] Yearly Pledge of : $_____

Beginning : Jan. 1st, 2015 and Ending Decem 31st, 2015

[redacted]

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

Pioneer Technology & Arts Academy

1412 S Belt Line Rd
Mesquite TX 75149

Letter of Support/ Goods/ Contribution

I pledge to support The Pioneer Technology & Arts Academy Charter school:

☑ Volunteer Hours : No month

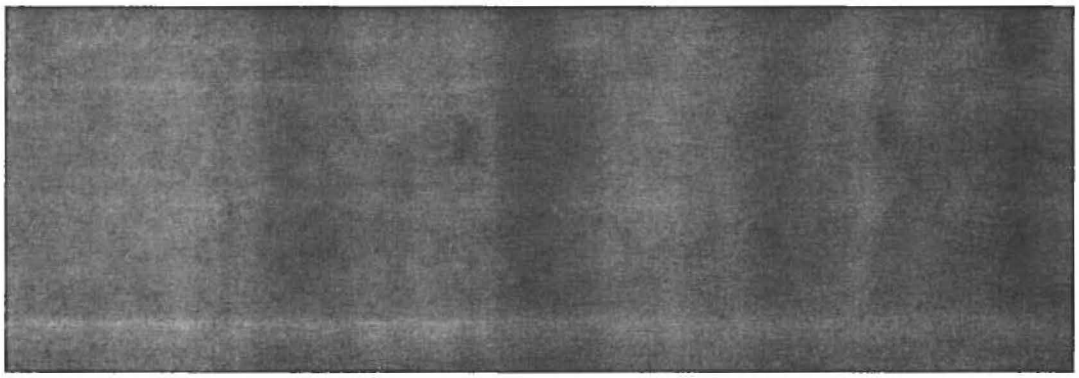
☐ Goods : _____

☐ Weekly Pledge of : $_____

☐ Monthly Pledge of : $_____

☐ Yearly Pledge of : $_____

Beginning : Open, 20__ and Ending Close, 20__



PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

Pioneer Technology & Arts Academy

1412 S Belt Line Rd
Mesquite TX 75149

Letter of Support/ Goods/ Contribution

I pledge to support The Pioneer Technology & Arts Academy Charter school:

☑ Volunteer Hours : 40/ month

☐ Goods : _____

☐ Weekly Pledge of : $_____

☐ Monthly Pledge of : $_____

☐ Yearly Pledge of : $_____

Beginning : _____, 20__ and Ending _____;20__

[redacted]

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

Pioneer Technology & Arts Academy

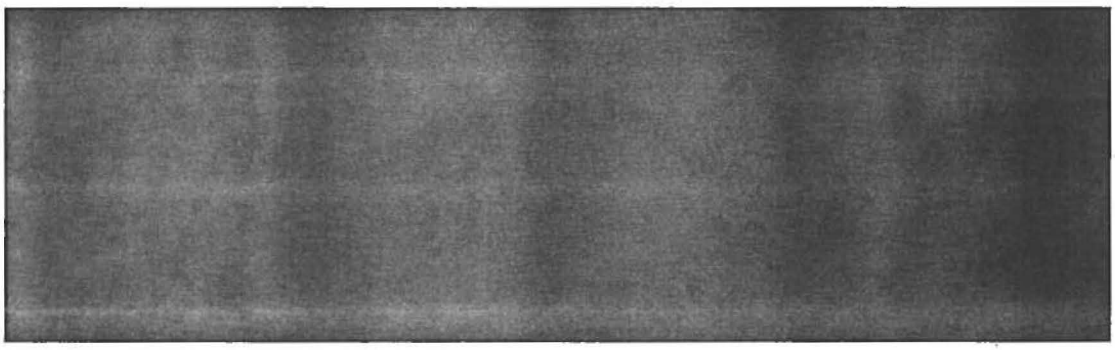
1412 S Belt Line Rd
Mesquite TX 75149

Letter of Support/ Goods/ Contribution

I pledge to support The Pioneer Technology & Arts Academy Charter school:

- ☒ Volunteer Hours : 20/month
- ☐ Goods : _____
- ☐ Weekly Pledge of : $_____
- ☐ Monthly Pledge of : $_____
- ☐ Yearly Pledge of : $_____

Beginning : _____, 20__ and Ending _____;20__



PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

Pioneer Technology & Arts Academy

1412 S Belt Line Rd
Mesquite TX 75149

Letter of Support/ Goods/ Contribution

I pledge to support The Pioneer Technology & Arts Academy Charter school:

☑ Volunteer Hours : 40/mon

☐ Goods : _____

☐ Weekly Pledge of : $_____

☐ Monthly Pledge of : $_____

☐ Yearly Pledge of : $_____

Beginning : _____, 20__ and Ending _____,20__

[redacted]

Mr. Pandey

Pioneer Technology & Arts Academy

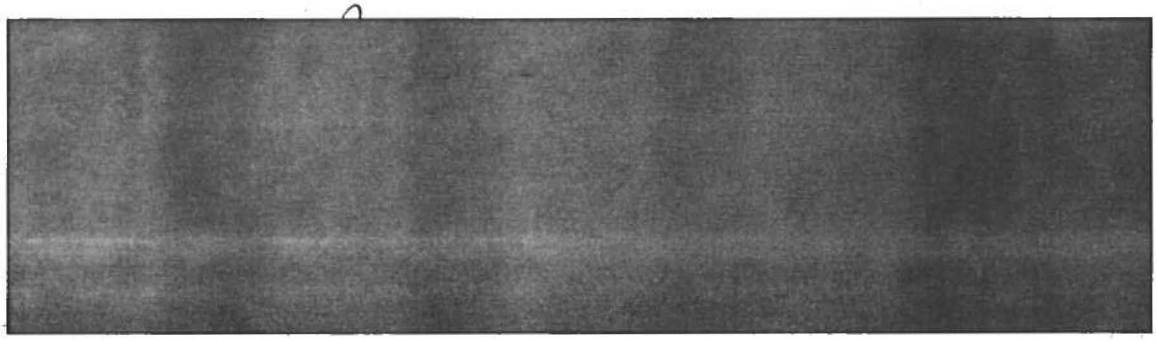
1412 S Belt Line Rd
Mesquite TX 75149

Letter of Support/ Goods/ Contribution

I pledge to support The Pioneer Technology & Arts Academy Charter School:

- ☐ Volunteer Hours: 20 hrs. PM.
- ☐ Goods : _____
- ☐ Weekly Pledge of: $_____
- ☐ Monthly Pledge of: $_____
- ☐ Yearly Pledge of: $_____

Beginning: August, 2015 and Ending August, 2019



PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

Pioneer Technology & Arts Academy

1412 S Belt Line Rd
Mesquite TX 75149

Letter of Support/ Goods/ Contribution

I pledge to support The Pioneer Technology & Arts Academy Charter school:

☑ Volunteer Hours : 40hours/months

☐ Goods : _____

☐ Weekly Pledge of : $_____

☐ Monthly Pledge of : $_____

☐ Yearly Pledge of : $_____

Beginning : JUNE, 2015 and Ending [redacted] ;2018

[redacted]

PTAA LOVE WHAT YOU LEARN
DBA MEADOW OAKS EDUCATION FOUNDATION

Pioneer Technology & Arts Academy

1412 S Belt Line Rd
Mesquite TX 75149

Letter of Support/ Goods/ Contribution

I pledge to support The Pioneer Technology & Arts Academy Charter school:

- [x] Volunteer Hours : 40 - 1 Qtr
- [ ] Goods : _____
- [ ] Weekly Pledge of : $_____
- [ ] Monthly Pledge of : $_____
- [ ] Yearly Pledge of : $_____

Beginning : January 1st, 2015 and Ending December 31st, 2015

[redacted]

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

Pioneer Technology & Arts Academy

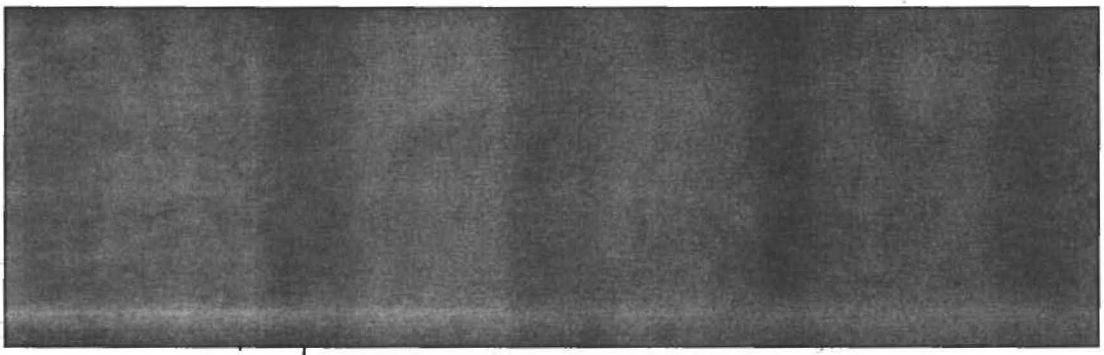
1412 S Belt Line Rd
Mesquite TX 75149

Letter of Support/ Goods/ Contribution

I pledge to support The Pioneer Technology & Arts Academy Charter school:

- ☑ Volunteer Hours : 20/hrs mon
- ☐ Goods : _____
- ☐ Weekly Pledge of : $_____
- ☐ Monthly Pledge of : $_____
- ☐ Yearly Pledge of : $_____

Beginning : _____, 20__ and Ending _____, 20__



PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

Pioneer Technology & Arts Academy

1412 S Belt Line Rd
Mesquite TX 75149

Letter of Support/ Goods/ Contribution

I pledge to support The Pioneer Technology & Arts Academy Charter school:

☑ Volunteer Hours : 40/mon.

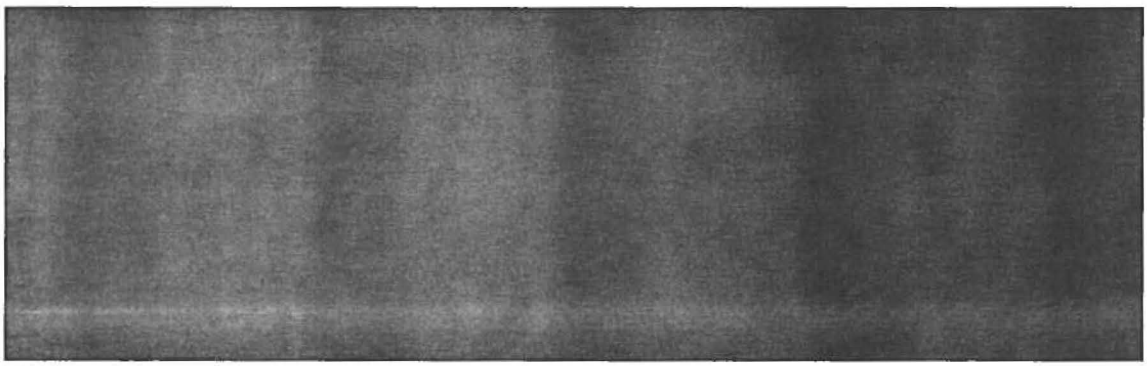
☐ Goods : _____

☐ Weekly Pledge of : $_____

☐ Monthly Pledge of : $_____

☐ Yearly Pledge of : $_____

Beginning : _____, 20__ and Ending _____,20__



PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

Pioneer Technology & Arts Academy

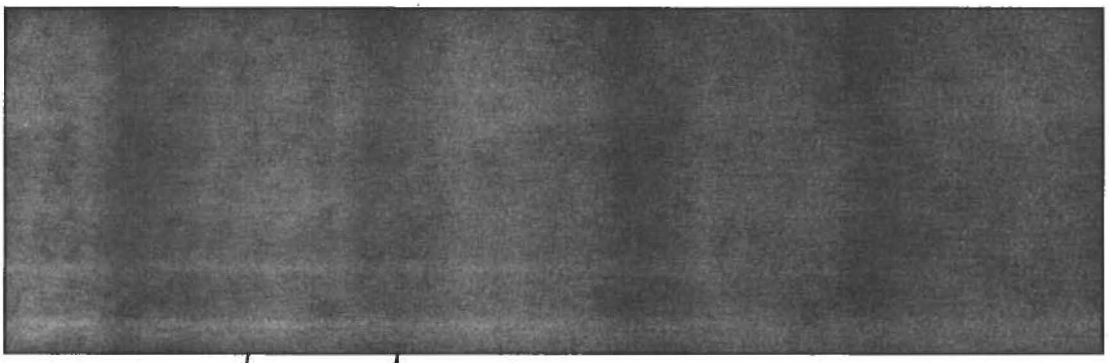
1412 S Belt Line Rd
Mesquite TX 75149

Letter of Support/ Goods/ Contribution

I pledge to support The Pioneer Technology & Arts Academy Charter school:

- ☐ Volunteer Hours : 40/month.
- ☐ Goods : _____
- ☐ Weekly Pledge of : $_____
- ☐ Monthly Pledge of : $_____
- ☐ Yearly Pledge of : $_____

Beginning : _____, 20__ and Ending _____,20__



PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

Pioneer Technology & Arts Academy

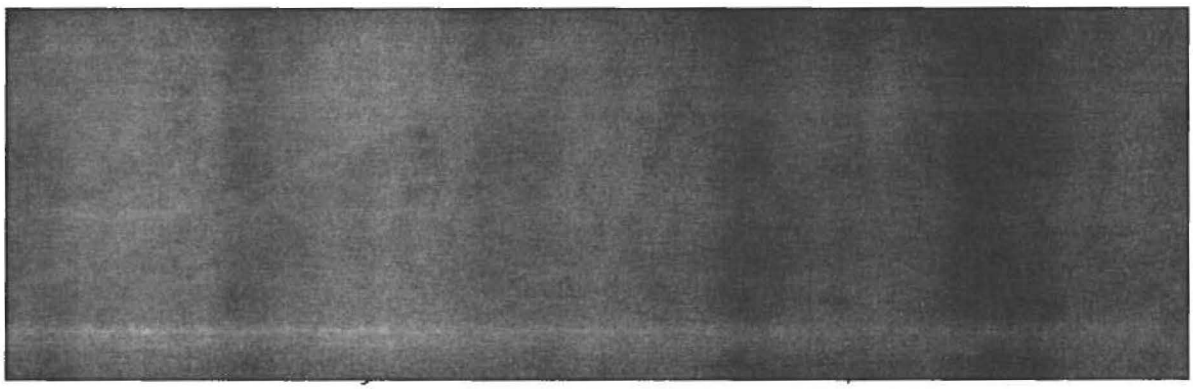
1412 S Belt Line Rd
Mesquite TX 75149

Letter of Support/ Goods/ Contribution

I pledge to support The Pioneer Technology & Arts Academy Charter school:

- ☑ Volunteer Hours : 40/month
- ☐ Goods : _____
- ☐ Weekly Pledge of : $_____
- ☐ Monthly Pledge of : $_____
- ☐ Yearly Pledge of : $_____

Beginning : _____, 20__ and Ending _____,20__



Pioneer Technology & Arts Academy

1412 S Belt Line Rd
Mesquite TX 75149

Letter of Support/ Goods/ Contribution

I pledge to support The Pioneer Technology & Arts Academy Charter School:

☑ Volunteer Hours: 15hrs per month

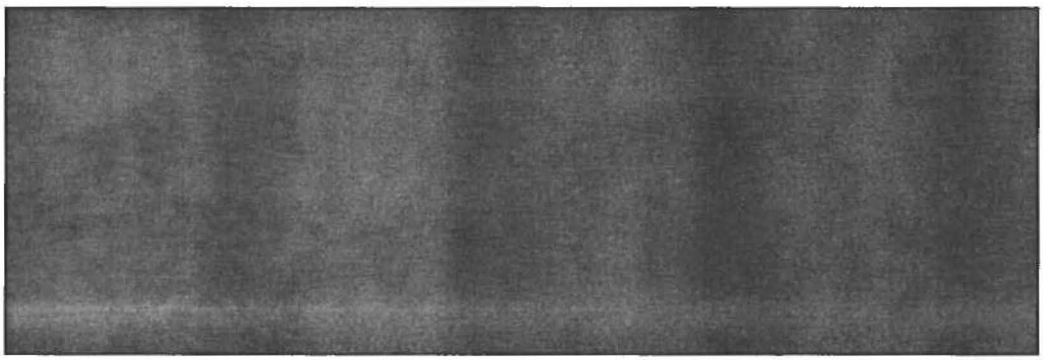
☐ Goods : _____

☐ Weekly Pledge of: $_____

☐ Monthly Pledge of: $_____

☐ Yearly Pledge of: $_____

Beginning: August, 2015 and Ending August, 2018



Charter Applicant: Meadow Oaks Education Foundation
Proposed Charter School: Pioneer Technology & Arts Academy

Listing of Pledged Contributions

Pledged Donor	Beginning	Ending	Days	Years	Pledge	Frequency	Start-Up	Year 1	Year 2	Year 3	Year 4	Year 5	Thereafter	Total	Check
	01/2015	12/2018	1430	4	$ 20	52	$ 560	$ 1,040	$ 1,040	$ 1,040	$ 480	$ -	$ -	$ 4,160	$ 4,160
	01/2015	12/2020	2161	6	$ 10	52	$ 280	$ 520	$ 520	$ 520	$ 520	$ 520	$ 240	$ 3,120	$ 3,120
	03/2015	01/2020	1767	5	$ 10	52	$ 280	$ 520	$ 520	$ 520	$ 520	$ 240	$ -	$ 2,600	$ 2,600
	08/2015	07/2018	1065	3	$ 100	12	$ -	$ 1,200	$ 1,200	$ 1,200	$ -	$ -	$ -	$ 3,600	$ 3,600
	01/2015	12/2020	2161	6	$ 50	12	$ 350	$ 600	$ 600	$ 600	$ 600	$ 600	$ 250	$ 3,600	$ 3,600
	05/2015	05/2020	1827	5	$ 20	12	$ 60	$ 240	$ 240	$ 240	$ 240	$ 180	$ -	$ 1,200	$ 1,200
	01/2015	12/2020	2161	6	$ 100	1	$ 58	$ 100	$ 100	$ 100	$ 100	$ 100	$ 42	$ 600	$ 600
	01/2015	12/2020	2161	6	$ 100	12	$ 700	$ 1,200	$ 1,200	$ 1,200	$ 1,200	$ 1,200	$ 500	$ 7,200	$ 7,200
	05/2015	05/2018	1096	3	$ 20	52	$ 240	$ 1,040	$ 1,040	$ 800	$ -	$ -	$ -	$ 3,120	$ 3,120
	05/2015	05/2016	366	1	$ 250	12	$ 750	$ 2,250	$ -	$ -	$ -	$ -	$ -	$ 3,000	$ 3,000
	05/2015	05/2018	1096	3	$ 100	12	$ 300	$ 1,200	$ 1,200	$ 900	$ -	$ -	$ -	$ 3,600	$ 3,600
	05/2015	05/2016	366	1	$ 500	12	$ 1,500	$ 4,500	$ -	$ -	$ -	$ -	$ -	$ 6,000	$ 6,000
	07/2015	07/2018	1096	3	$ 10	52	$ 40	$ 520	$ 520	$ 480	$ -	$ -	$ -	$ 1,560	$ 1,560
	01/2015	12/2016	700	2	$ 25	12	$ 175	$ 300	$ 125	$ -	$ -	$ -	$ -	$ 600	$ 600
	01/2015	12/2018	1430	4	$ 100	12	$ 700	$ 1,200	$ 1,200	$ 1,200	$ 500	$ -	$ -	$ 4,800	$ 4,800
	07/2015	12/2018	1249	3	$ 500	1	$ -	$ 500	$ 500	$ 500	$ -	$ -	$ -	$ 1,500	$ 1,500
	05/2015	05/2016	366	1	$ 50	12	$ 150	$ 450	$ -	$ -	$ -	$ -	$ -	$ 600	$ 600
	01/2015	12/2015	364	1	$ 20	52	$ 560	$ 480	$ -	$ -	$ -	$ -	$ -	$ 1,040	$ 1,040
	01/2015	12/2015	364	1	$ 10	12	$ 70	$ 50	$ -	$ -	$ -	$ -	$ -	$ 120	$ 120
Totals							**$ 6,773**	**$ 17,910**	**$ 10,005**	**$ 9,300**	**$ 4,160**	**$ 2,840**	**$ 1,032**	**$ 52,020**	$ 52,020
Percent Change									-44.14%	-7.05%	-55.27%	-31.73%	-63.66%		

DATE PRINTED: 1/8/2015 [11:23 PM]
PAGE 1 OF 1

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

Pioneer Technology & Arts Academy

1412 S Belt Line Rd
Mesquite TX 75149

Letter of Support/ Goods/ Contribution

I pledge to support The Pioneer Technology & Arts Academy Charter school:

☑ Volunteer Hours : 40hrs/month

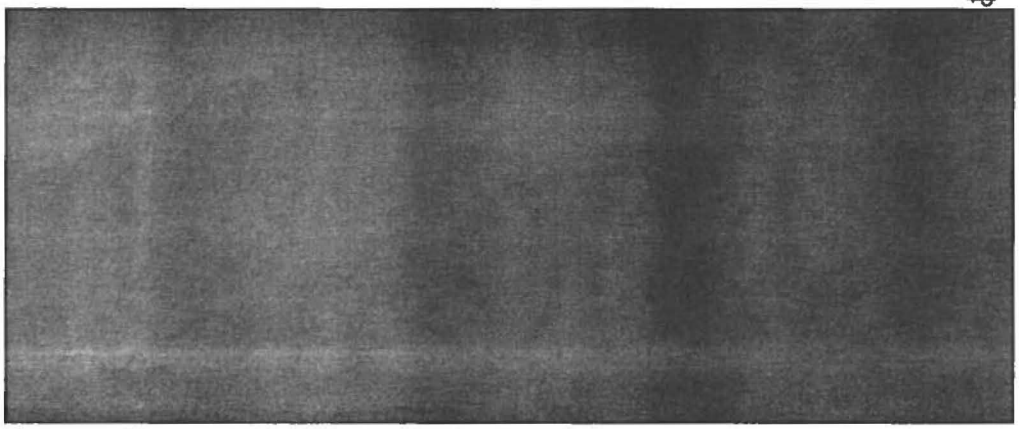
☐ Goods : _____

☑ Weekly Pledge of : $ 20

☐ Monthly Pledge of : $_____

☐ Yearly Pledge of : $_____

Beginning : Jan, 2016 and Ending Dec ;2018



720

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

Pioneer Technology & Arts Academy

1412 S Belt Line Rd
Mesquite TX 75149

Letter of Support/ Goods/ Contribution

I pledge to support The Pioneer Technology & Arts Academy Charter school:

- ☑ Volunteer Hours : 40.00/Quarter
- ☐ Goods : _____
- ☑ Weekly Pledge of : $ 10.00
- ☐ Monthly Pledge of : $ _____
- ☐ Yearly Pledge of : $ _____

Beginning : January 2015 and Ending December 2020

[redacted]

600

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

Pioneer Technology & Arts Academy

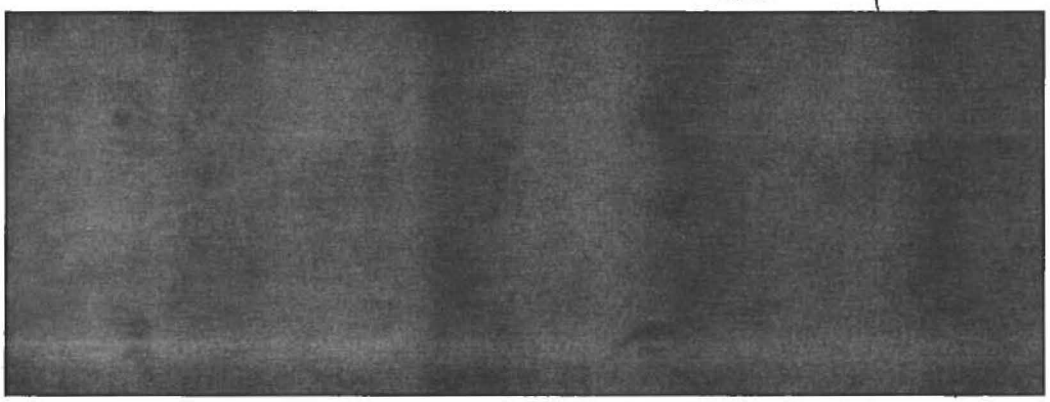
1412 S Belt Line Rd
Mesquite TX 75149

Letter of Support/ Goods/ Contribution

I pledge to support The Pioneer Technology & Arts Academy Charter school:

- ☑ Volunteer Hours : 40/Quarter
- ☐ Goods : _____
- ☑ Weekly Pledge of : $ 10.00
- ☐ Monthly Pledge of : $_____
- ☐ Yearly Pledge of : $_____

Beginning : March, 2016 and Ending January, 2020



600

Renu

Pioneer Technology & Arts Academy

1412 S Belt Line Rd
Mesquite TX 75149

Letter of Support/ Goods/ Contribution

I pledge to support The Pioneer Technology & Arts Academy Charter School:

- ☐ Volunteer Hours: 20/Quarter
- ☐ Goods : _____
- ☐ Weekly Pledge of: $ 100/month
- ☒ Monthly Pledge of: $ _____
- ☐ Yearly Pledge of: $ _____

Beginning: August, 2015 and Ending July, 2018

[redacted]

3600

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

Pioneer Technology & Arts Academy

1412 S Belt Line Rd
Mesquite TX 75149

Letter of Support/ Goods/ Contribution

I pledge to support The Pioneer Technology & Arts Academy Charter school:

☑ Volunteer Hours : 20+/ Month

☐ Goods : _____

☐ Weekly Pledge of : $_____

☐ Monthly Pledge of : $20

☐ Yearly Pledge of : $_____

Beginning : May, 2015 and Ending May ;2020

[redacted]

1200

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

Pioneer Technology & Arts Academy

1412 S Belt Line Rd
Mesquite TX 75149

Letter of Support/ Goods/ Contribution

I pledge to support The Pioneer Technology & Arts Academy Charter school:

- [x] Volunteer Hours : 40hrs/month
- [ ] Goods : _____
- [ ] Weekly Pledge of : $_____
- [ ] Monthly Pledge of : $_____
- [x] Yearly Pledge of : $ 100

Beginning : JAN, 2015 and Ending Dec, 2016

[redacted]

100

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

Pioneer Technology & Arts Academy

1412 S Belt Line Rd
Mesquite TX 75149

Letter of Support/ Goods/ Contribution

I pledge to support The Pioneer Technology & Arts Academy Charter school:

- [x] Volunteer Hours : 20 hr / Month
- [x] Goods : White Boards 2, Shelves (6)
- [ ] Weekly Pledge of : $_____
- [x] Monthly Pledge of : $ 100.00
- [ ] Yearly Pledge of : $_____

Beginning : January, 20 15 and Ending December, 20 20

[redacted]

$6000

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

Pioneer Technology & Arts Academy

1412 S Belt Line Rd
Mesquite TX 75149

Letter of Support/ Goods/ Contribution

I pledge to support The Pioneer Technology & Arts Academy Charter school:

- ☐ Volunteer Hours : _____
- ☑ Goods : shelves, Books,
- ☑ Weekly Pledge of : $ 20.00
- ☐ Monthly Pledge of : $_____
- ☐ Yearly Pledge of : $_____

Beginning : May, 2015 and Ending May ;2018

[redacted]

43120

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

Pioneer Technology & Arts Academy

1412 S Belt Line Rd
Mesquite TX 75149

Letter of Support/ Goods/ Contribution

I pledge to support The Pioneer Technology & Arts Academy Charter school:

- ☐ Volunteer Hours : _____
- ☐ Goods : _____
- ☐ Weekly Pledge of : $_____
- ☒ Monthly Pledge of : $ 250
- ☐ Yearly Pledge of : $_____

Beginning : May, 2015 and Ending May ;2016

[redacted]

3000

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

Pioneer Technology & Arts Academy

1412 S Belt Line Rd
Mesquite TX 75149

Letter of Support/ Goods/ Contribution

I pledge to support The Pioneer Technology & Arts Academy Charter school:

- ☐ Volunteer Hours : _____
- ☐ Goods : _____
- ☐ Weekly Pledge of : $_____
- ☑ Monthly Pledge of : $ 100.00
- ☐ Yearly Pledge of : $_____

Beginning : May 2015 and Ending May 2018

[redacted]

3600

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

Pioneer Technology & Arts Academy

1412 S Belt Line Rd
Mesquite TX 75149

Letter of Support/ Goods/ Contribution

I pledge to support The Pioneer Technology & Arts Academy Charter school:

- ☐ Volunteer Hours : _____
- ☐ Goods : _____
- ☐ Weekly Pledge of : $_____
- ☑ Monthly Pledge of : $ 500.00
- ☐ Yearly Pledge of : $_____

Beginning : MAY, 2015 and Ending MAY, 2016

[redacted]

6000

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

Pioneer Technology & Arts Academy

1412 S Belt Line Rd
Mesquite TX 75149

Letter of Support/ Goods/ Contribution

I pledge to support The Pioneer Technology & Arts Academy Charter school:

- ☐ Volunteer Hours : _____
- ☐ Goods : _____
- ☑ Weekly Pledge of : $ 10
- ☐ Monthly Pledge of : $_____
- ☐ Yearly Pledge of : $_____

Beginning : Jay, 2015 and Ending July ;2018

[redacted]

1560

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

Pioneer Technology & Arts Academy

1412 S Belt Line Rd
Mesquite TX 75149

Letter of Support/ Goods/ Contribution

I pledge to support The Pioneer Technology & Arts Academy Charter school:

- ☐ Volunteer Hours : _____
- ☐ Goods : _____
- ☐ Weekly Pledge of : $_____
- ☑ Monthly Pledge of : $ 25
- ☐ Yearly Pledge of : $_____

Beginning : JAN, 20 15 and Ending DEC, 20 16

[redacted]

300.

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

Pioneer Technology & Arts Academy

1412 S Belt Line Rd
Mesquite TX 75149

Letter of Support/ Goods/ Contribution

I pledge to support The Pioneer Technology & Arts Academy Charter school:

- ☐ Volunteer Hours : _____
- ☐ Goods : _____
- ☐ Weekly Pledge of : $_____
- ☑ Monthly Pledge of : $ 100
- ☐ Yearly Pledge of : $_____

Beginning : JAN, 20 15 and Ending DEC ;20 18

[redacted]

3600

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

Pioneer Technology & Arts Academy

1412 S Belt Line Rd
Mesquite TX 75149

Letter of Support/ Goods/ Contribution

I pledge to support The Pioneer Technology & Arts Academy Charter school:

- ☐ Volunteer Hours : _____
- ☐ Goods : _____
- ☐ Weekly Pledge of : $_____
- ☐ Monthly Pledge of : $_____
- ☑ Yearly Pledge of : $ 500

Beginning : July, 2015 and Ending Dec ,2018

[redacted]

1500

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

Pioneer Technology & Arts Academy

1412 S Belt Line Rd
Mesquite TX 75149

Letter of Support/ Goods/ Contribution

I pledge to support The Pioneer Technology & Arts Academy Charter school:

- ☐ Volunteer Hours : _____
- ☐ Goods : _____
- ☐ Weekly Pledge of : $_____
- ☑ Monthly Pledge of : $ 50.00
- ☐ Yearly Pledge of : $_____

Beginning : May, 2016 and Ending May ;2016

[redacted]

600

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

Pioneer Technology & Arts Academy

1412 S Belt Line Rd
Mesquite TX 75149

Letter of Support/ Goods/ Contribution

I pledge to support The Pioneer Technology & Arts Academy Charter school:

- ☐ Volunteer Hours : _____
- ☑ Goods : Shelves, White Board, Computers
- ☑ Weekly Pledge of : $ 20
- ☐ Monthly Pledge of : $_____
- ☐ Yearly Pledge of : $_____

Beginning : Jan, 2015 and Ending Dec, 2015

[redacted]

1040

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

Pioneer Technology & Arts Academy

1412 S Belt Line Rd
Mesquite TX 75149

Letter of Support/ Goods/ Contribution

I pledge to support The Pioneer Technology & Arts Academy Charter school:

- ☐ Volunteer Hours : _____
- ☐ Goods : _____
- ☐ Weekly Pledge of : $_____
- ☒ Monthly Pledge of : $ 10.00
- ☐ Yearly Pledge of : $_____

Beginning : 1/1, 2015 and Ending 12/31 ;2015

[redacted]

120

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

Pioneer Technology & Arts Academy

1412 S Belt Line Rd
Mesquite TX 75149

Letter of Support/ Goods/ Contribution

I pledge to support The Pioneer Technology & Arts Academy Charter school:

- [ ] Volunteer Hours : 40 / Year
- [ ] Goods : Science equipment, TV's, Computers
- [ ] Weekly Pledge of : $_____
- [ ] Monthly Pledge of : $ 50.00
- [ ] Yearly Pledge of : $_____

Beginning : JANUARY, 2025 and Ending December, 2025

[redacted]

$3000

AGREEMENT
ON
DUAL CREDIT COURSES OFFERED BY
THE UNIVERSITY OF TEXAS AT ARLINGTON

In accordance with and under the authority of Texas Education Code Sections 61.027 and 61.076 and the Rules and Regulations of the Texas Higher Education Coordinating Board, high school students may enroll in university courses and receive simultaneous academic credit from both the university and the high school. In order to ensure the quality of dual credit courses and to facilitate communications and understanding between the Pioneer Technology & Art Academy (PTAA) and The University of Texas at Arlington (UTA), the following provisions are agreed to by UTA and PTAA with regard to dual credit.

STUDENT ELIGIBILITY

High School juniors or seniors can participate in The University of Texas at Arlington Dual Credit Program by demonstrating college readiness and direct admission by satisfying the following:

- Being ranked in the top 20% of your current class standing, or a PSAT score of at least 107(critical reading and math), or a PLAN composite score of at least 23, or a 3.5 unweighted grade point average (4.0 scale), or SAT I score of at least 1070 (Critical Reading + Math), or ACT composite score of at least 23.

- Satisfying the Texas Success Initiative (TSI) requirement for college readiness by achieving the minimum passing standards on the TSI Assessment Test, or equivalent.
    - Equivalent methods to satisfy the TSI requirement include:
        - Achieving an SAT I score of at least 1070 (Critical Reading + Math) with scores of at least 500 in both Math and Critical Reading; or
        - An ACT composite score of at least 23 with scores of at least 19 in both Math and English; or
        - Having a STAAR math score of at least 4000 for the Final Level II Score for Algebra II and STAAR English/language arts score of at least 2000 for the Final Level II Score for English III is exempt from the reading and writing requirements.

High school students applying for admission to the Dual Credit Program must submit the following:

- Application for admission and a $50 application fee
- Official high school transcript indicating junior or senior standing
- Official SAT, ACT or other scores (listed above) to demonstrate college readiness
- Completed Dual Credit Program agreement signed by the high school representative, the student, and the student's parent or guardian

As of September 1, 2013, incoming Texas college students under 22 years old must be immunized against bacterial meningitis before they enroll in an institution of higher education.

Students enrolling in certain dual credit courses must meet university course prerequisites unless prior prerequisite waivers have been obtained. For instance, students enrolling in English 1302 must have completed or been awarded credit for English 1301.

FACULTY QUALIFICATIONS

The instructor for a dual credit course will be employed by The University of Texas at Arlington. The instructor must meet credential requirements of UTA and the Southern Association of Colleges and Schools.

All classes will be held on the UTA campus or taken by Distance Education. Classes are open to all UT Arlington students.

GRADING CRITERIA/PROCEDURES

At the end of each semester, UTA will provide a grade roster with letter and numeric grades to the high school principal for dual credit courses.

Students may request an official transcript from UTA for a fee of $7 per copy.

The UTA courses offered for dual credit, regardless of format, follow the same syllabus, course outline, grading procedure, and other academic policies. Letter grades are given in accordance with academic policies printed in the university catalog and placed on the university transcript.

PTAA will record the student's official grade on the student's report card and the final grade on the student's Academic Achievement Record. The student must earn a grade of 70 or higher in order to earn high school credit.

TRANSFERABILITY OF CREDIT

The University of Texas at Arlington is a fully accredited institution and basic academic courses are transferable. However, since each university has its own policy regarding the transferability of courses, each student is strongly advised to check with the university to which he or she plans to attend if other than UTA, to determine the transferability of the UTA courses.

STUDENT EXPECTATIONS/SERVICES

Students enrolled in dual credit courses –

- Are expected to follow university rules and regulations
- Are classified as undeclared majors
- Are limited to two (2) UTA courses each fall, spring, or summer semester while concurrently enrolled in high school
- Receive academic advising for course registration at the UTA Honors Academy Dual Credit Program

FEES

The University of Texas at Arlington fee waivers for students enrolled in Honors Academy dual credit courses result in a price per course lower than that paid by other UTA students. Specifically, students enrolled in a three (3) credit hour course pay $150* ($50 per semester hour). Additionally, students are responsible for parking fees, specific departmental fees (including $37.50 distance education course fee, if applicable) and books.

*Estimate based on current charges - tuition and fees are subject to change.
**Distance Education courses are limited through the Honors Academy Program. Check with Director for eligible courses.

Annual renewal of this agreement is automatic unless one institution notifies the other in writing of its desire to modify the dual credit agreement.

More important than the stated provisions above is the spirit of cooperation between the Pioneer Technology & Art Academy and The University of Texas at Arlington. Both parties endeavor to provide a positive collegiate-level experience for those high school students with the maturity and academic preparation to benefit from college-level courses.

Dee Chhabra 12/14/14
Dee Chhabra date
Board Member
Pioneer Technology & Art Academy

Vistasp M. Karbhari 12/15/14
Vistasp M. Karbhari date
President
The University of Texas at Arlington

APPROVED AS TO FORM BY
14/11/14
SHELBY L. BOSEMAN
UNIVERSITY ATTORNEY
UNIVERSITY OF TEXAS AT ARLINGTON

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted] [redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted] [redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted] [redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted] [redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

[redacted]

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 3 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 3 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 3 child(ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

STONEBROOK Academy

If PTAA is awarded a charter, I would enroll my [redacted] child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my [redacted] child(ren) at this school.

[redacted]

Signature Address [redacted]

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

1. If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

2. If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

3. If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

4. If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

1. If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

2. If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

[redacted]

3. If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

4. If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

[redacted]

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

1. If PTAA is awarded a charter, I would enroll my 3 child(ren) at this school.

[redacted]

Signature Address

2. If PTAA is awarded a charter, I would enroll my_____ child(ren) at this school.

_____ _____

Signature Address

3. If PTAA is awarded a charter, I would enroll my_____ child(ren) at this school.

_____ _____

Signature Address

4. If PTAA is awarded a charter, I would enroll my_____ child(ren) at this school.

_____ _____

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

1. If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

[redacted]

2. If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

Signature Address

3. If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

4. If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

1. If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

[redacted]

2. If PTAA is awarded a charter, I would enroll my_____ child(ren) at this school.

_____ _____

Signature Address

_____

3. If PTAA is awarded a charter, I would enroll my_____ child(ren) at this school.

_____ _____

Signature Address

_____

4. If PTAA is awarded a charter, I would enroll my_____ child(ren) at this school.

_____ _____

Signature Address

_____

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

1. If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

2. If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

3. If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

4. If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

1. If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

2. If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

3. If PTAA is awarded a charter, I would enroll my 3 child(ren) at this school.

[redacted]

Signature Address

4. If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

1. If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

2. If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

3. If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

4. If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN
DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 3 child(ren) at this school.

[redacted]

Signature Address

[redacted]

If PTAA is awarded a charter, I would enroll my 0 child(ren) at this school.

[redacted]

Signature Address

[redacted]

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

[redacted]

PTAA LOVE WHAT YOU LEARN
DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my two child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2. child(ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 4 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address [redacted]

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my one child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 3 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 3 child(ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 0 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 3 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 5 child(ren) at this school.

[redacted]

Signature Address

[redacted]

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

[redacted]

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 3 child(ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 3 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 3 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my_____ child(ren) at this school.

Signature Address

If PTAA is awarded a charter, I would enroll my_____ child(ren) at this school.

Signature Address

If PTAA is awarded a charter, I would enroll my_____ child(ren) at this school.

Signature Address

PTAA LOVE WHAT YOU LEARN
DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my _____ child(ren) at this school.

_____ _____

Signature Address

PTAA LOVE WHAT YOU LEARN
DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 3 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 3 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN
DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my two child(ren) at this school.

[redacted]

Signature Address [redacted]

If PTAA is awarded a charter, I would enroll my two child(ren) at this school.

[redacted]

Signature Address [redacted]

If PTAA is awarded a charter, I would enroll my 2 grandsons child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 [illegible] child(ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN
DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN
DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 3 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN
DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 3 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 3 child(ren) at this school.

[redacted]

Signature Address [redacted]

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 5 child(ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN
DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my One child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my One child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my One child(ren) at this school.

[redacted]

Signature Address

102

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 3 child(ren) at this school.

[redacted]

Signature Address [redacted]

If PTAA is awarded a charter, I would enroll my 4 child(ren) at this school.

[redacted]

Signature Address [redacted]

If PTAA is awarded a charter, I would enroll my Adam 2 child(ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 5 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 4 child(ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 3 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 7 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

1 [redacted]

If PTAA is awarded a charter, I would enroll my [redacted] child(ren) at this school.

[redacted]

Signature Address

1

2 [redacted]

If PTAA is awarded a charter, I would enroll my [redacted] at this school.

[redacted]

Signature Address [redacted]

2 [redacted]

If PTAA is awarded a charter, I would enroll my [redacted] child(ren) at this school.

[redacted]

Signature Address

2 [redacted]

If PTAA is awarded a charter, I would enroll my [redacted] child(ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

1. If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

2. If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

3. If PTAA is awarded a charter, I would enroll my_____ child(ren) at this school.

Signature Address

4. If PTAA is awarded a charter, I would enroll my_____ child(ren) at this school.

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 3 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my K child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 4 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my none child(ren) at this school.

[redacted]

Signature Address [redacted]

If PTAA is awarded a charter, I would enroll my 4 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 7 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address [redacted]

If PTAA is awarded a charter, I would enroll my 4 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 0 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 0 child(ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 0 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 3 child(ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 3 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

[redacted]

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 3 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my TRISTAN HOLLY 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 4 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 0 child(ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 0 child(ren) at this school.

Signature [redacted] Address [redacted]

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my [redacted] ild(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my [redacted] ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my [redacted] child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my (2) child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 3 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

1. If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted] [redacted]

Signature Address

2. If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted] [redacted]

Signature Address

3. If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted] [redacted]

Signature Address

4. If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted] [redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 0 child(ren) at this school.

[redacted] [redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 3 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 0 child(ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 5 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my D child(ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

[redacted]

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

[redacted]

If PTAA is awarded a charter, I would enroll my 6 child(ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 0 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 0 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 3 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 0 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 0 child(ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 4 child(ren) at this school.

[redacted]

Signature Address [redacted]

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

STONEBROOK Academy

If PTAA is awarded a charter, I would enroll my One child(ren) at this school.

[redacted]

Signature Address [redacted]

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my _____ child(ren) at this school.

_____ _____

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

1. If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

2. If PTAA is awarded a charter, I would enroll my 3 child(ren) at this school.

[redacted]

Signature Address

3. If PTAA is awarded a charter, I would enroll my 5 child(ren) at this school.

[redacted]

Signature Address [redacted]

4. If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

[redacted]

If PTAA is awarded a charter, I would enroll my 3 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

[redacted]

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my _____ child(ren) at this school.

_____ _____

Signature Address

If PTAA is awarded a charter, I would enroll my _____ child(ren) at this school.

_____ _____

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my possible grandchild might be interested 2 child(ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address [redacted]

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 3 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my _____ child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 3 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my _____ child(ren) at this school.

[redacted]

Signature Address

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 3 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 3 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 4 child(ren) at this school.

[redacted]

Signature Address

[redacted]

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 3 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address [redacted]

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 5 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 3 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 4 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 3 child(ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 3 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 5 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

[redacted]

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 3 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 3 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

[redacted]

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 3 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 3 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

STONEBROOK Academy

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 3 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 3 child(ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted] [redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my _____ child(ren) at this school.

_____ _____

Signature Address

If PTAA is awarded a charter, I would enroll my _____ child(ren) at this school.

_____ _____

Signature Address

If PTAA is awarded a charter, I would enroll my _____ child(ren) at this school.

_____ _____

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 3 child(ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted] [redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted] [redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted] [redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted] [redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

Signature Address [redacted]

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

[redacted]

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted] Signature

[redacted] Address

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted] Signature

[redacted] Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted] Signature

[redacted] Address

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted] Signature

[redacted] Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted] [redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted] [redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted] [redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted] [redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted] [redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted] [redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my [redacted] child(ren) at this school.

[redacted] [redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted] [redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

[redacted]

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature

[redacted]

Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address [redacted]

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my _____ child(ren) at this school.

_____ _____

Signature Address

If PTAA is awarded a charter, I would enroll my _____ child(ren) at this school.

_____ _____

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 3 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 3 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my [redacted] 2 kids child(ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

1. If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

2. If PTAA is awarded a charter, I would enroll my 3 child(ren) at this school.

[redacted]

Signature Address

3. If PTAA is awarded a charter, I would enroll my 4 child(ren) at this school.

[redacted]

Signature Address

4. If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my _____ child(ren) at this school.

Signature Address

PTAA LOVE WHAT YOU LEARN

DBA MEADOW OAKS EDUCATION FOUNDATION

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my 2 child(ren) at this school.

All rights reserved by:

[redacted]

Signature Address

If PTAA is awarded a charter, I would enroll my #2 child(ren) at this school.

[redacted]

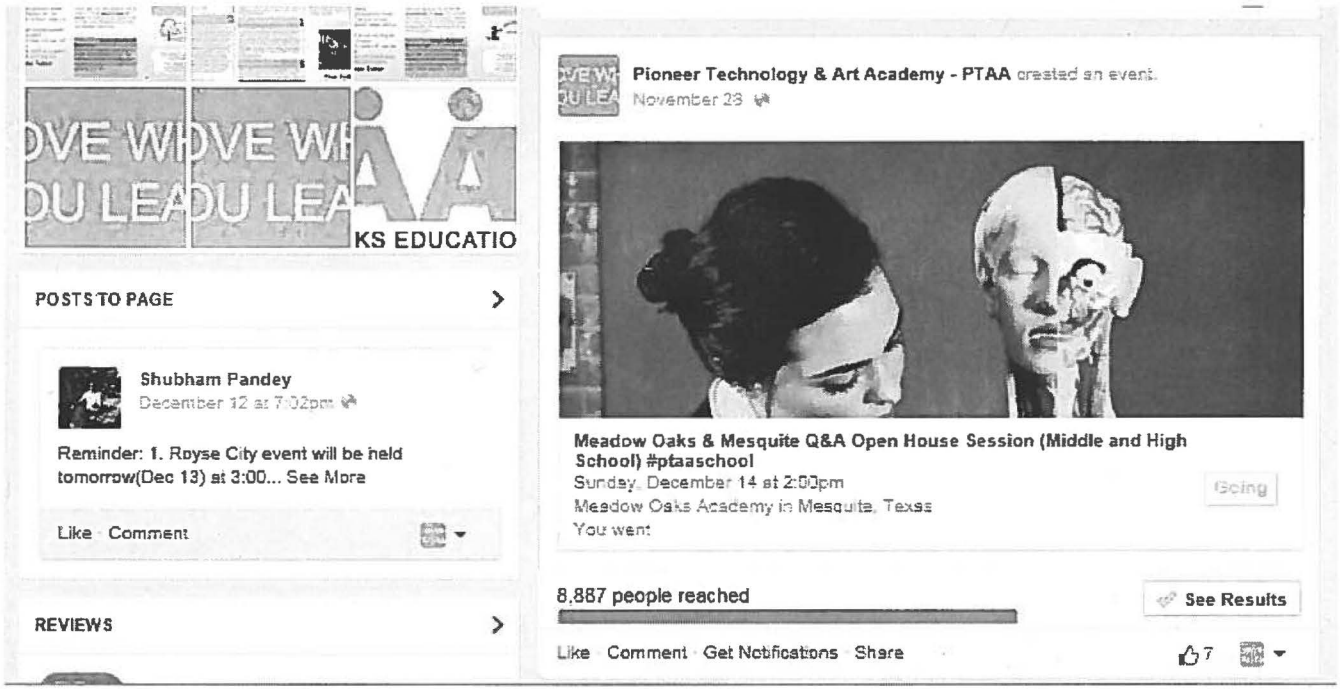
Signature Address

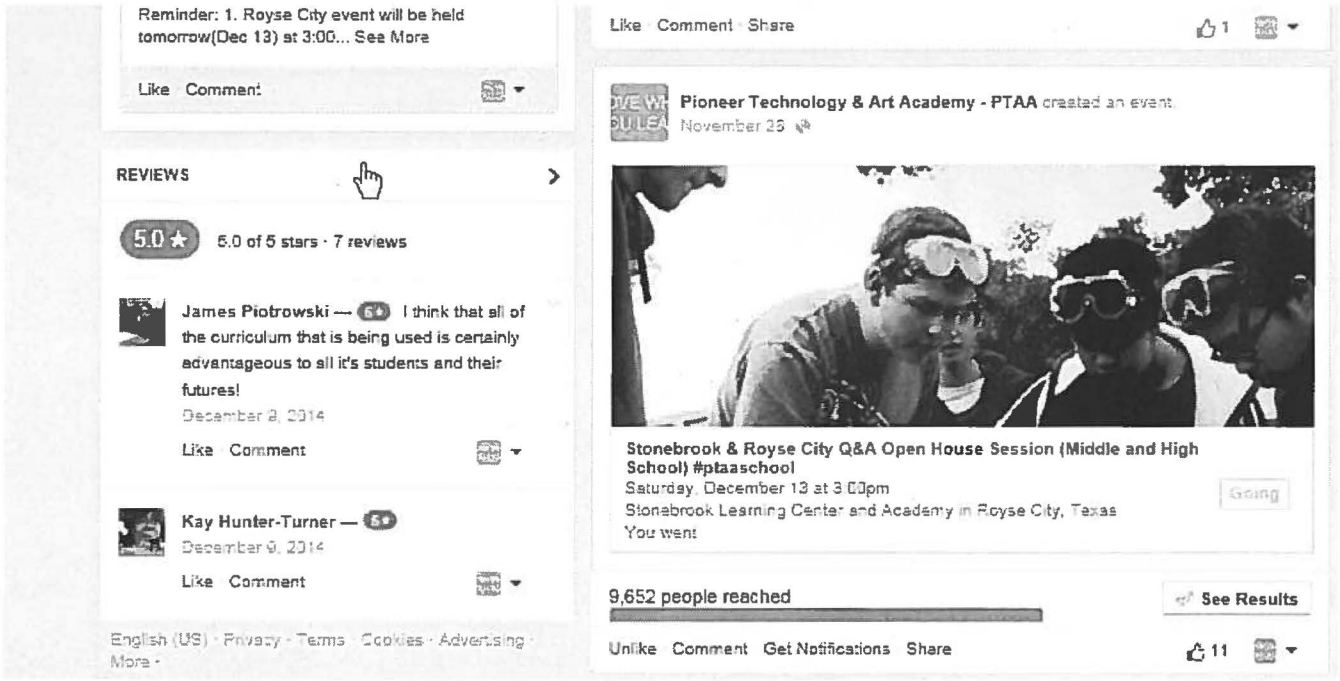
If PTAA is awarded a charter, I would enroll my 1 child(ren) at this school.

[redacted]

Signature Address

Pioneer Technology & Art Academy - PTAA
Shubham
Home
Page
Activity
Insights
Settings
Build Au
Pioneer Technology & Art Academy - PTAA
Middle School · High School
Liked
Following
Message
Timeline
About
Photos
Reviews
More
PEOPLE
136 likes
Status
Photo / Video
Offer, Event +
What have you been up to?


KS EDUCATIO
POSTS TO PAGE
Shubham Pandey
December 12 at 7:02pm
Reminder: 1. Royse City event will be held tomorrow(Dec 13) at 3:00... See More
Like · Comment
REVIEWS
Pioneer Technology & Art Academy - PTAA created an event.
November 28
Meadow Oaks & Mesquite Q&A Open House Session (Middle and High School) #ptaaschool
Sunday, December 14 at 2:00pm
Meadow Oaks Academy in Mesquite, Texas
You went
Going
8,887 people reached
See Results
Like · Comment · Get Notifications · Share
7


Reminder: 1. Royse City event will be held tomorrow(Dec 13) at 3:00... See More
Like · Comment
REVIEWS
5.0 ★
5.0 of 5 stars · 7 reviews
James Piotrowski —
I think that all of the curriculum that is being used is certainly advantageous to all it's students and their futures!
December 2, 2014
Like · Comment
Kay Hunter-Turner —
December 9, 2014
Like · Comment
English (US) · Privacy · Terms · Cookies · Advertising · More ·
Like · Comment · Share
1
Pioneer Technology & Art Academy - PTAA created an event.
November 26
Stonebrook & Royse City Q&A Open House Session (Middle and High School) #ptaaschool
Saturday, December 13 at 3:00pm
Stonebrook Learning Center and Academy in Royse City, Texas
You went
Going
9,652 people reached
See Results
Unlike · Comment · Get Notifications · Share
11

STS360

Sigma Surveillance Inc. DBA: STS360
1081 Ohio Dr. Plano TX 75093
(866) 223-8167 fx / (972) 395-3635 ph
www.STS360.net

INTERNSHIP MEMORANDUM OF UNDERSTANDING

School Name :	Pioneer Technology & Arts Academy
Partners Name and Address:	Sigma Surveillance Inc 1081 Ohio Drive Suite 1 Plano, TX 75093

Roles and responsibilities of the partners

To achieve the program's goal of providing students with an internships that lead to attaining job skills and industry-recognized certification, employment upon high school graduation, and/or enrollment in a postsecondary institution or training program, the company will do the following:

•Provide 11th and 12th grade students with internships/apprenticeships that run 16-32 weeks or more during the school year and six weeks each summer if there are openings.
•Design training/activities that allow interns to attain industry-recognized certification.
•Provide workplace supervisors and mentors for the interns.
•Evaluate the interns' performance.
•Encourage/support completers as they continue their industry-related education.
•Consult with the school on curriculum decisions and participate in training and orientations to the pipeline program for school faculty, staff, and interns.
•Provide faculty and appropriate staff with industry exposure (externships).
•Evaluate program performance and make improvements.

PTAA high school principal will do the following:

•Identify a staff member to coordinate with the pipeline program manager and galvanize support from teachers and other school personnel.
•Advocate for the program.
•Brief teachers on the program and the program requirements and ensure program assimilation into the school.
•Ensure that industry curriculum is infused into academic curriculum, where possible.
•Ensure that teachers are credentialed in the industry or have professional development that focuses on industry needs, when possible.
•Provide opportunities for core industry curriculum to be taught by district teachers as well as external industry professionals.
•Support certification and postsecondary planning for program participants.

Sigma Surveillance Inc. DBA: STS360
1081 Ohio Dr. Plano TX 75093
(866) 223-8167 fx / (972) 395-3636 ph
www.STS360.net

PTAA Teachers will do the following:

•Mark students as present when they participate in program activities, and allow them to make up on alternative days the class work and exams they miss.
•Work with the in-school coordinator to identify potential problem areas and develop a plan to assist students.
•Recruit, pre-screen, and help prepare students for program participation.
•Work with the roster chair to ensure that program participants can participate in the internships.
•Monitor grades and attendance regularly.
•Provide opportunities for students to reflect on their internship experiences.
•Coordinate with faculty and the company's pipeline program manager to solve problems.

Partner Representative	Title	Date
[signature]	Accounting Manager	12/17/2014

PTAA Representative	Title	Date
[signature]	Board Member	12/17/14

PTAA LOVE WHAT YOU LEARN

MEMORANDUM OF UNDERSTANDING
Between
Pioneer Technology & Arts Academy
And
Mesquite Area Music Teachers Association

This Memorandum of Understanding (MOU) describes and confirms an agreement between Pioneer Technology & Arts Academy(PTAA) and the Mesquite Area Music Teachers Association(MAMTA) The purpose of the agreement is to formalize and clarify expectations and relationships between both parties from Aug 1, 2016 to May 31, 2020. For the purpose of the MOU, MAMTA is defined as an agency providing services to students on a school site affiliated with the PTAA.

PTAA RESPONSIBILITIES:

Provide a designated person who is responsible for supporting and maintaining the MAMTA relationships at the school site. Provide PTAA orientation and review for the MAMTA. Provide reasonable space, as agreed upon for site supervisor and service providers to facilitate services to students. Provide reasonable resources to facilitate services (e.g. access to telephone, computers, and communication mechanisms). Notify MAMTA, as soon as known, of any schedule changes that will interfere with service provision. Notify service provider of any key staff changes. Complete annual performance review of site supervisor in collaboration with MAMTA. Facilitate regular meetings with MAMTA to ensure services are reflective of best practices, meeting licensing standards and are meeting the needs of students utilizing the services of the PTAA. Invite MAMTA to school wide events. Provide technical assistance and support to the site supervisor through the provision of regular meetings and other professional development opportunities. Reimburse the service provider for services delivered as outlined in the contract upon receipt and processing of billing invoice. Agree to share information with appropriate agency personnel (with proper releases to maximize student success and assure confidentiality)

MAMTA RESPONSIBILITIES:

SITE SUPERVISPR: Involve school principals and PTAA management staff in the hiring and annual performance evaluation of the site supervisor. Maintain a standard of professionalism and behavior consistent with PTAA expectations. Notify PTAA management staff and school principals of any site supervisor changes. Provide site supervisor with supervision and support. Complete all PTAA evaluation data information as outlined Complete all PTAA program attendance reporting and submit monthly. Complete all paperwork requirements (PO's, billing documents) in a timely manner. Attend site supervisors meeting two times per month.

- Meet at least monthly with PTAA management.
- Ensure MAMTA can deliver program activities which meet the goals of the PTAA annual plan.

Program/Service Activities

- Ensure program staff receives site orientation for the PTAA.
- Provide a descriptor of services to be provided at the PTAA
  : Actual services being delivered
    1. Personnel assigned to deliver the program
    2. Days and hours of the service
    3. Length of time the service is intended to be delivered
- Submit required service provider information to meet licensing regulations:
    a. Child abuse register check
    b. Health Report Form
    c. Felony Misdemeanor Statement
    d. Two non-relative reference checks
    e. Application for employment form
- Familiarity and compliance with the PTAA handbook and operations manual.
- Notify PTAA site supervisor of any staff changes.
- Notify site supervisor if MAMTA staff will be late or unable to attend. The agency is responsible for providing a substitute or replacement.
- Provide proper documentation and tracking of all program activities.
- Agree to share information with appropriate school personnel (with proper releases to maximize student success and to assure confidentiality).

MOU shall be effective Aug 1, 2016 to May 31, 2020. Either party has a right to terminate the MOU upon a 30-day notice to the other party.

PTAA Coordinator Shubham Pandey **Date** 12/17/14

MAMTA Coordinator Teresa Stephenson **Date** 12-17-14

PTAA LOVE WHAT YOU LEARN

MEMORANDUM OF UNDERSTANDING
Between
Pioneer Technology & Arts Academy
And
Stars of Tomorrow Dance Company

This Memorandum of Understanding (MOU) describes and confirms an agreement between Pioneer Technology & Arts Academy(PTAA) and the Stars of Tomorrow(SOT) The purpose of the agreement is to formalize and clarify expectations and relationships between both parties from Aug 1, 2016 to May 31, 2020. For the purpose of the MOU, SOT is defined as an agency providing services to students on a school site affiliated with the PTAA.

PTAA RESPONSIBILITIES:

Provide a designated person who is responsible for supporting and maintaining the SOT relationships at the school site. Provide PTAA orientation and review for the SOT. Provide reasonable space, as agreed upon for site supervisor and service providers to facilitate services to students. Provide reasonable resources to facilitate services (e.g. access to telephone, computers, and communication mechanisms). Notify SOT, as soon as known, of any schedule changes that will interfere with service provision. Notify service provider of any key staff changes. Complete annual performance review of site supervisor in collaboration with SOT. Facilitate regular meetings with SOT to ensure services are reflective of best practices, meeting licensing standards and are meeting the needs of students utilizing the services of the PTAA. Invite SOT to school wide events. Provide technical assistance and support to the site supervisor through the provision of regular meetings and other professional development opportunities. Reimburse the service provider for services delivered as outlined in the contract upon receipt and processing of billing invoice. Agree to share information with appropriate agency personnel (with proper releases to maximize student success and assure confidentiality)

SOT RESPONSIBILITIES:

SITE SUPERVISPR: Involve school principals and PTAA management staff in the hiring and annual performance evaluation of the site supervisor. Maintain a standard of professionalism and behavior consistent with PTAA expectations. Notify PTAA management staff and school principals of any site supervisor changes. Provide site supervisor with supervision and support. Complete all PTAA evaluation data information as outlined Complete all PTAA program attendance reporting and submit monthly. Complete all paperwork requirements (PO's, billing documents) in a timely manner. Attend site supervisors meeting two times per month.

- Meet at least monthly with PTAA management.
- Ensure SOT can deliver program activities which meet the goals of the PTAA annual plan.

Program/Service Activities

- Ensure program staff receives site orientation for the PTAA.
- Provide a descriptor of services to be provided at the PTAA
  : Actual services being delivered
  1. Personnel assigned to deliver the program
  2. Days and hours of the service
  3. Length of time the service is intended to be delivered
- Submit required service provider information to meet licensing regulations:
  a. Child abuse register check
  b. Health Report Form
  c. Felony Misdemeanor Statement
  d. Two non-relative reference checks
  e. Application for employment form
- Familiarity and compliance with the PTAA handbook and operations manual.
- Notify PTAA site supervisor of any staff changes.
- Notify site supervisor if SOT staff will be late or unable to attend. The agency is responsible for providing a substitute or replacement.
- Provide proper documentation and tracking of all program activities.
- Agree to share information with appropriate school personnel (with proper releases to maximize student success and to assure confidentiality).

MOU shall be effective Aug 1, 2016 to May 31, 2020. Either party has a right to terminate the MOU upon a 30-day notice to the other party.

PTAA Coordinator Shubham Pandey **Date** 12-17-14

Judy Coulter
SOT Coordinator **Date** 12-17-2014

PTAA LOVE WHAT YOU LEARN

MEMORANDUM OF UNDERSTANDING
Between
Pioneer Technology & Arts Academy
And
Young White Tiger Martial Art

This Memorandum of Understanding (MOU) describes and confirms an agreement between Pioneer Technology & Arts Academy(PTAA) and the Young White Tiger Martial Art(YWTMA) The purpose of the agreement is to formalize and clarify expectations and relationships between both parties from Aug 1, 2016 to May 31, 2020. For the purpose of the MOU, YWTMA is defined as an agency providing services to students on a school site affiliated with the PTAA.

PTAA RESPONSIBILITIES:

Provide a designated person who is responsible for supporting and maintaining the YWTMA relationships at the school site. Provide PTAA orientation and review for the YWTMA. Provide reasonable space, as agreed upon for site supervisor and service providers to facilitate services to students. Provide reasonable resources to facilitate services (e.g. access to telephone, computers, and communication mechanisms). Notify YWTMA, as soon as known, of any schedule changes that will interfere with service provision. Notify service provider of any key staff changes. Complete annual performance review of site supervisor in collaboration with YWTMA. Facilitate regular meetings with YWTMA to ensure services are reflective of best practices, meeting licensing standards and are meeting the needs of students utilizing the services of the PTAA. Invite YWTMA to school wide events. Provide technical assistance and support to the site supervisor through the provision of regular meetings and other professional development opportunities. Reimburse the service provider for services delivered as outlined in the contract upon receipt and processing of billing invoice. Agree to share information with appropriate agency personnel (with proper releases to maximize student success and assure confidentiality)

YWTMA RESPONSIBILITIES:

SITE SUPERVISPR: Involve school principals and PTAA management staff in the hiring and annual performance evaluation of the site supervisor. Maintain a standard of professionalism and behavior consistent with PTAA expectations. Notify PTAA management staff and school principals of any site supervisor changes. Provide site supervisor with supervision and support. Complete all PTAA evaluation data information as outlined Complete all PTAA program attendance reporting and submit monthly. Complete all paperwork requirements (PO's, billing documents) in a timely manner. Attend site supervisors meeting two times per month.

- Meet at least monthly with PTAA management.
- Ensure YWTMA can deliver program activities which meet the goals of the PTAA annual plan.

Program/Service Activities

- Ensure program staff receives site orientation for the PTAA.
- Provide a descriptor of services to be provided at the PTAA
  : Actual services being delivered
  1. Personnel assigned to deliver the program
  2. Days and hours of the service
  3. Length of time the service is intended to be delivered
- Submit required service provider information to meet licensing regulations:
  a. Child abuse register check
  b. Health Report Form
  c. Felony Misdemeanor Statement
  d. Two non-relative reference checks
  e. Application for employment form
- Familiarity and compliance with the PTAA handbook and operations manual.
- Notify PTAA site supervisor of any staff changes.
- Notify site supervisor if YWTMA staff will be late or unable to attend. The agency is responsible for providing a substitute or replacement.
- Provide proper documentation and tracking of all program activities.
- Agree to share information with appropriate school personnel (with proper releases to maximize student success and to assure confidentiality).

MOU shall be effective Aug 1, 2016 to May 31, 2020. Either party has a right to terminate the MOU upon a 30-day notice to the other party.

PTAA Coordinator **Date** 12/22/14

YWTMA Coordinator HeeYoung Lee (Master Lee) **Date** 12/22/14.

MEMORANDUM OF UNDERSTANDING

High School Program for International Students A Partnership between Pioneer Technology & Arts Academy (PTAA) and The Emerald Heights International School (EHIS)

Statement of Agreement

This memorandum of understanding (MOU) serves as an agreement between Pioneer Technology & Arts Academy (PTAA) and The Emerald Heights International School (EHIS) to provide a short term and/or academic year international student educational programs for high school students.

Term of Agreement

This agreement shall become effective August 2015 through June 2020 with an option to extend this partnership if agreed upon by all parties.

Statement of Purpose

The purpose of the Partnership is to afford EHIS and PTAA high school students the opportunity to participate in short and/or long term student exchange to expand student access to Eastern and Western cultures, provide challenging academic, co-curricular, and cultural experiences to qualified high school students and provide opportunities for teachers and administration to experience and gain greater understanding of pedagogical similarities and differences between the educational programs in Indian and the United States. Participation in this program will open further opportunities for both parties to engage in international trade, business, and cultural exchange.

The EHIS will apply through Immigration and Customs Enforcement Student and Exchange Visitor Program (SEVP) to be approved for attendance by nonimmigrant students under both sections 101(a)(15)(F)(i) of the Act for instruction in District comprehensive high schools. This program is for PTAA students to pursue studies in Science, Technology, Math, Engineering liberal arts, language, or the professions at the school is classified as a nonimmigrant under section 101(a)(15)(F)(i) of the Act.

The EHIS shall not incur any financial obligations when sending and/or receiving PTAA students. Exchange students and their families will bear any charges for this program.

PTAA and the families and participants in this Agreement shall provide assurance of their responsibility for health/accident/liability insurance, the student's home placement, and the resolution of any related personal difficulties which may arise.

Responsibilities of EHIS

- **Program Management and Regulations for Long Term Student Exchange**
    - Long term student exchange students are defined as students who enroll to complete at least one full semester of coursework
- All EHIS courses students participate in and the graduation requirements are governed by the policies and regulations of the EHIS and PTTA. These policies, regulations and standards apply to all students, faculty, staff, instructional procedures, academic standards and course offerings.
- Each high school will select a coordinator that will be the liaison between EHIS and PTAA and will be responsible for reviewing all necessary student documentation prior to students taking courses.
- Academic advising will be the joint responsibility between PTAA and the EHIS.
- Matters of discipline will be handled cooperatively between EHIS and PTAA.
- Amendments to this agreement must be in writing and approved by the designated representative of each institution.
- Either party may terminate this agreement for cause by giving written notice to the designated representative at least 60 days prior to the commencement of a new academic term.

Responsibilities of PTAA

- PTAA will arrange for obtaining entry visa for the students and air transportation.
- PTAA will arrange for room and board for the students, either through local host families, extended stay apartments/hotels, or student housing. Meals for the students will be provided.
- Local transportation will be provided by chartered bus arranged by Tower Bridge.
- All visiting students will have health insurance for the duration of the program.
- PTAA will provide orientation to students in order to familiarize students with local customs and habits.

- PTAA will designate a local representative as a point of contact in case of emergencies.
- PTAA will offer to students after-school support and supervision (such as homework help, mentoring, and counseling) when necessary. PTAA will give periodic reports to parents back home of the student's progress in the program.

Modification and Termination

1. This agreement may be cancelled or terminated with cause by either party by giving (60) calendar days advance written notice to the other party. Cause shall mean a material breach of the obligations of a party under this Agreement. Such notification shall state the cause and the effective date of termination or cancellation and include any final performance and/or payment invoicing instructions/requirements.
2. Termination of this agreement shall not adversely affect any PTAA students who are already enrolled in the program for the remaining academic year.
3. Any and all amendments must be made in writing and must be agreed to and executed by the parties before becoming effective.

The Emerald Heights International School

Principal

12/15/2014

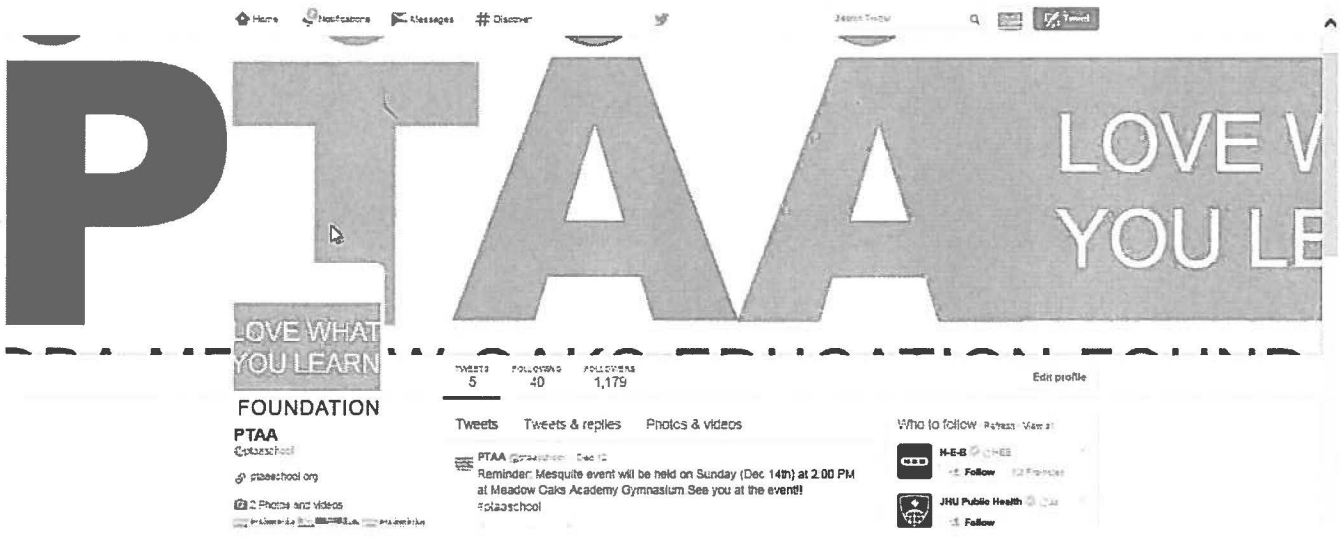
Date

Pioneer Technology & Arts Academy

Board Member

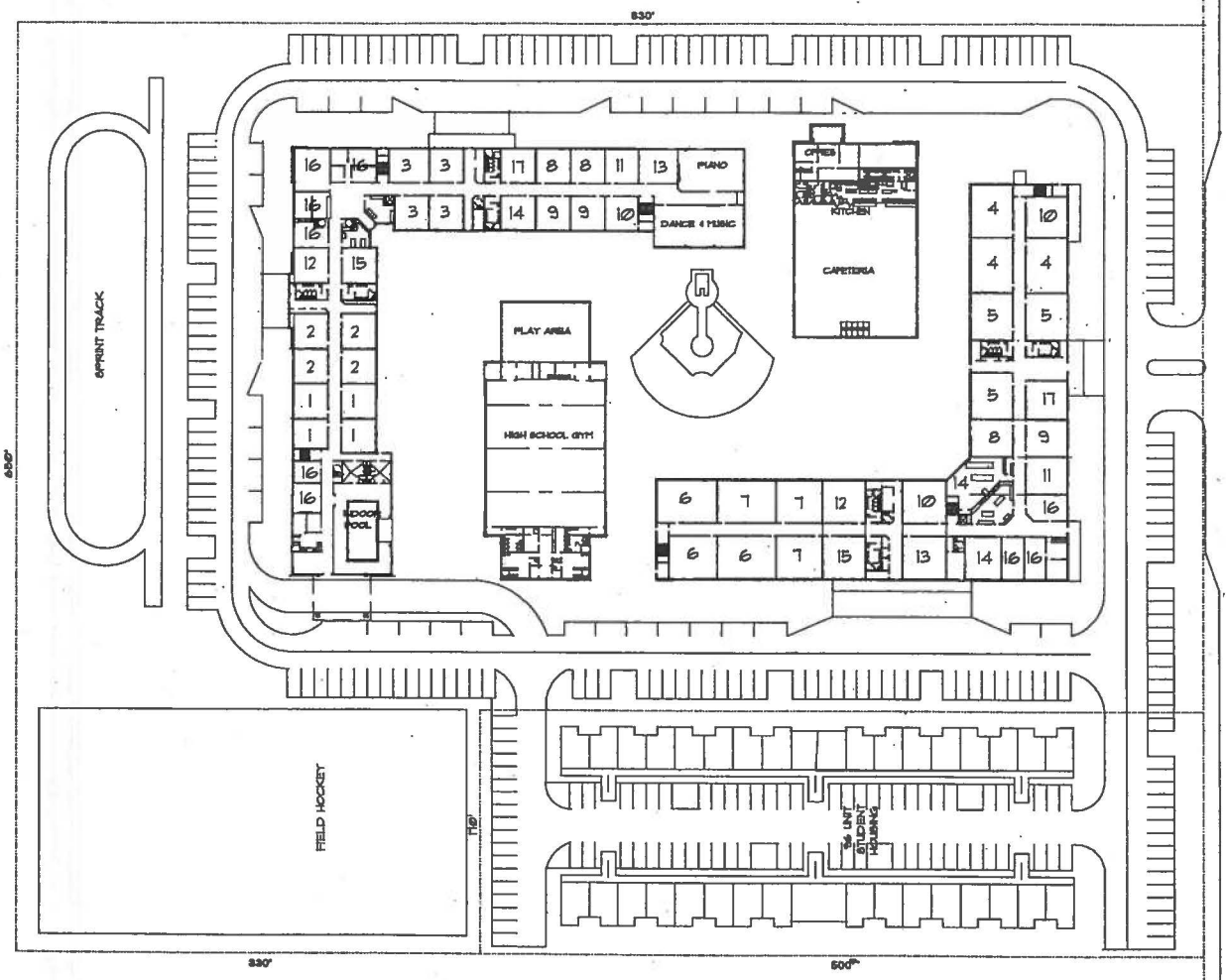
12/22/14

Date


PTAA
LOVE W
YOU LE
LOVE WHAT
YOU LEARN
FOUNDATION
PTAA
@ptaaschool
ptaaschool.org
2 Photos and videos
TWEETS
5
FOLLOWING
40
FOLLOWERS
1,179
Edit profile
Tweets
Tweets & replies
Photos & videos
PTAA
Reminder: Mesquite event will be held on Sunday (Dec 14th) at 2:00 PM at Meadow Oaks Academy Gymnasium See you at the event!!
#ptaaschool
Who to follow
H-E-B
Follow
JHU Public Health
Follow

Attachment F8

Facilities Information



SITE PLAN YEAR 3

LARGE SIZE 1"= 40'
11 X 17 SIZE 1" 80'
LETTER SIZE 1"= 160'

PTAA School Proposal

FOR GRADEA, 6 THROUGH 12

INCLUDES LAND

AREA FOR SCHOOL	454,500
AREA FOR STUDENT HOUSING	85,000
TOTAL AREA	539,500

TOTAL OF 12.38 ACRE

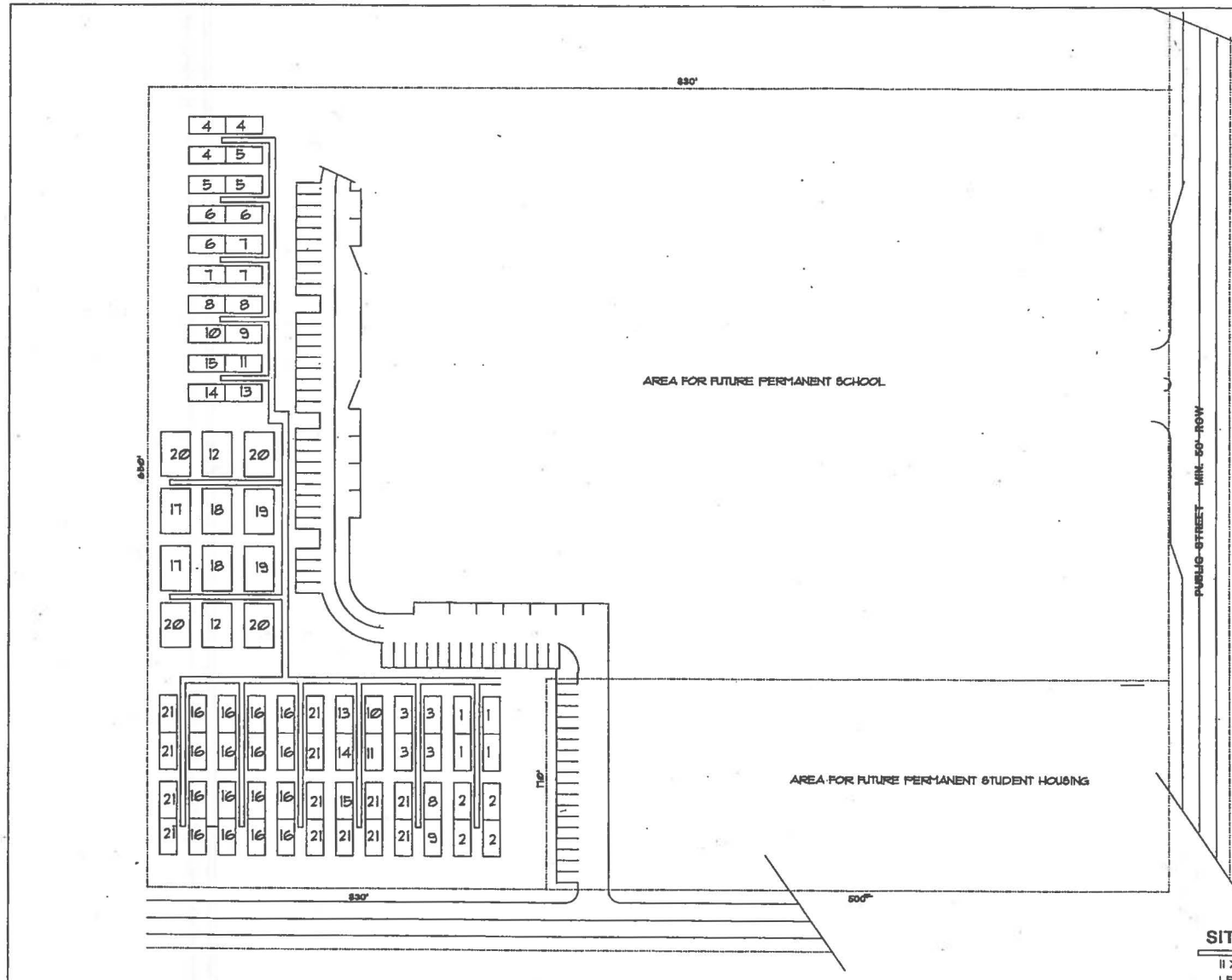
BUILDING FOOT PRINT

HIGH SCOOL	34,100 SF.
MIDDLE	33,100 SF.
GYM	14,322 SF.
CAFATERIA & ADM.	12,000 SF
TOTALS	95,322 SF.

1. 6th. GRADE 4 CLASSES
2. 7th. GRADE 4 CLASSES
3. 8th. GRADE 4 CLASSES
4. 9th. GRADE 3 CLASSES
5. 10th. GRADE 3 CLASSES
6. 11th. GRADE 3 CLASSES
7. 12th. GRADE 3 CLASSES
8. RESOURSE 3 ROOMS
9. SELF CONTANED 2 ROOMS
10. MAINSTREAM 1 ROOM
11. SPECIAL ED 2 ROOMS
12. COMPUTER 2 ROOMS
13. ROBOTICS LAB 2 ROOMS
14. SCIENCE ED 2 ROOMS
15. LIBRARY 2 ROOMS
16. OFFICES / FUTURE USE
17. NUTRITION LAB 2 ROOMS

george hicks design consultant
214 327-3333 Dallas, Texas
www. gmhk27@yahoo.com

DATE 12/8/14
PLAN SITE
JOB 1432



PTAA School Proposal

FOR GRADES, 6 th through 12th

INCLUDES LAND

AREA FOR SCHOOL 484,800

AREA FOR STUDENT HOUSING 88,000

TOTAL AREA 572,800

TOTAL OF 12.36 ACRE

BUILDING AREA

CLASS ROOMS 840 SF. X 34UNITS= 28,560SF

ASSEMBLY AND ADMINISTRATION 864 SF. X 12 UNITS= 10,368

TOTAL AREA 38,928 SF.

1. 6th. GRADE 4 CLASSES
2. 7th. GRADE 4 CLASSES
3. 8th. GRADE 4 CLASSES
4. 9th. GRADE 3 CLASSES
5. 10th. GRADE 3 CLASSES
6. 11th. GRADE 3 CLASSES
7. 12th. GRADE 3 CLASSES
8. RESOURSE 3 ROOMS
9. SELF CONTANED 2 ROOMS
10. MAINSTREAM 1 ROOM
11. SPECIAL ED 2 ROOMS
12. COMPUTER 2 ROOMS
13. ROBOTICS LAB 2 ROOMS
14. SCIENCE ED 2 ROOMS
15. LIBRARY 2 ROOMS
16. OFFICES 4 ROOMS
17. PIANO 2 ROOMS
18. DANCE/MUSIC 2 ROOMS
19. CAFATERIA 2 ROOMS
20. INSIDE PLAY 2 ROOMS

SITE PLAN YEAR 1 & 2

11 X 17 SIZE 1" 80'
LETTER SIZE 1"= 160'
LARGE SIZE 1"= 40'

george hicks design consultant
214 337-3535 Dallas, Texas
www. ghdc1275@yhoo.com

DATE 12/8/14

PLAN SITE

JOB 1432 435

Memorandum of Understanding 2015-2017 School Year
Between
Pioneer Technology & Arts Academy School and PNC Partners LTD

1. The two entities will be financially separate, self-sustaining entities, run by separate boards (the School Board and the PNC Partners), with the intent of maintaining a close relationship that is mutually beneficial.

2. For the 2015-17 school year, the PNC Partners will support the school to the extent of providing portable space, utilities, a phone line and data line. The allocation of other expenses, e.g., furniture, building maintenance, and any other expenses, will be determined jointly by agreement of the PNC Partners and the School Board. For subsequent school years, the extent of the PNC Partners support, including the requirement of a lease and payment for use of the facilities, may be changed by the PNC Partners before the opening of any new school year.

3. The School owns most of the furnishings in the education building, including the computers.

4. The school will use the PNC Partners available space for classrooms and office space in a manner agreeable to both entities.

5. The school will present its budgets and copies of liability insurance to the PNC Partners on at least an annual basis and will provide regular communication regarding school plans and activities. The school will name the PNC Partners as an insured on all its insurance policies.

6. The governing documents of the two entities will be amended to reflect these agreements.

7. The Memorandum of Understanding, as amended, will be submitted to the PNC Partners before the opening of every new school year.

8. The parties acknowledge that this MOU is nonbinding and subject to the PTAA Board performing appropriate due diligence and review before entering into any binding legal contract.

Lease Amount $ TBD /Month

PNC PARTERS Director

12/25/2014
Date

PTAA School Board

12/26/2014
Date

Attachment G1

501(c)(3) Determination Letter or Proof of Filing

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: JUL 16 2014

MEADOW OAKS EDUCATION FOUNDATION
1412 S BELT LINE ROAD
MESQUITE, TX 75149

Employer Identification Number:
46-5137310
DLN:
17053097312004
Contact Person:
CUSTOMER SERVICE ID# 31954
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
August 31
Public Charity Status:
170(b)(1)(A)(vi)
Form 990 Required:
Yes
Effective Date of Exemption:
March 18, 2014
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Sincerely,

Tamera Ripperda

Director, Exempt Organizations

Letter 947

Attachment G2

Articles of Incorporation and All Amendments

Corporations Section
P.O.Box 13697
Austin, Texas 78711-3697

Nandita Berry
Secretary of State

Office of the Secretary of State

CERTIFICATE OF FILING
OF

Meadow Oaks Education Foundation
File Number: 801954647

The undersigned, as Secretary of State of Texas, hereby certifies that a Certificate of Formation for the above named Domestic Nonprofit Corporation has been received in this office and has been found to conform to the applicable provisions of law.

ACCORDINGLY, the undersigned, as Secretary of State, and by virtue of the authority vested in the secretary by law, hereby issues this certificate evidencing filing effective on the date shown below.

The issuance of this certificate does not authorize the use of a name in this state in violation of the rights of another under the federal Trademark Act of 1946, the Texas trademark law, the Assumed Business or Professional Name Act, or the common law.

Dated: 03/18/2014

Effective: 03/18/2014

Nandita Berry

Nandita Berry
Secretary of State

FILED
In the Office of the
Secretary of State of Texas
MAR 1 8 2014
Corporations Section

CERTIFICATE OF FORMATION
OF
MEADOW OAKS EDUCATION FOUNDATION

The undersigned natural person, of the age of eighteen (18) years or more, acting as organizer of a Corporation under the Texas Business Organizations Code, adopts the following Certificate of Formation.

ARTICLE I

The name of the corporation is Meadow Oaks Education Foundation. The filing entity being formed is a non-profit corporation. The period of its duration is perpetual.

ARTICLE II

The business address of the registered office of the corporation is 4532 Livingston Ave., Dallas, Texas 75205 and the name of its registered agent at such address is Shubham Pandey.

ARTICLE III

The number of directors of the Corporation, which shall constitute its Board of Directors and the governing body of the Corporation, shall be fixed by or as provided in the Bylaws of the Corporation. The number of directors shall be no fewer than three. The current Directors are:

Shubham Pandey
1412 S. Belt Line Rd.
Mesquite, Texas 75149

Deependra Chhabra
1412 S. Belt Line Rd.
Mesquite, Texas 75149

Neelam Khullar
1412 S. Belt Line Rd.
Mesquite, Texas 75149

ARTICLE IV

The Corporation shall have no members.

ARTICLE V

The Corporation is organized exclusively for charitable and educational purposes, including for such purposes as the making of distributions to organizations that qualify as

exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code. In particular, the Corporation is organized to educate, train and prepare individuals to function well in society and to provide educational opportunities and experiences.

The Corporation is organized to have and exercise all rights and powers conferred upon non-profit corporations under the laws of the State of Texas, or which may hereafter be so conferred, in order to promote charitable and educational activities.

No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its officers, directors or other private persons, except that the Corporation, in accordance with applicable law, shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes of the Corporation set forth in these Articles herein. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of or in opposition to any candidate for public office.

Notwithstanding any other provision hereof, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code, or (b) by any corporation, contributions to which are deductible under Section 170(c)(2) of the Internal revenue Code of 1986, or the corresponding provision of any future federal tax code.

ARTICLE VI

All money and other assets owned or controlled by the Corporation, wherever derived, shall be devoted for use in performing the charitable and educational functions of the Corporation solely through the furthering of the primary purposes of the Corporation.

Except as otherwise required by applicable state or federal law, upon dissolution or liquidation of this Corporation, and after payment of all debts and satisfaction of all liabilities and obligations of the Corporation (or making adequate provision therefore), and after the return, transfer, or conveyance of all assets requiring return, transfer, or conveyance thereof because of the dissolution or liquidation of the Corporation, any remaining assets of this Corporation shall be distributed to charitable or educational organizations that would then qualify as an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code, as determined by the Board of Directors of the Corporation.

ARTICLE VII

The name and street address of the organizer is Shubham Pandey, 4532 Livingston Ave., Dallas, Texas 75205.

ARTICLE VIII

This Certificate shall be effective on the date filed with the Secretary of State of Texas.

ARTICLE IX

The initial Bylaws of the Corporation shall be adopted by its Board of Directors, and the power to alter, amend or repeal the Bylaws or adopt new Bylaws shall be vested in its Board of Directors.

ARTICLE X

To the fullest extent permitted by applicable law, a director of this Corporation shall not be liable to the Corporation for monetary damages for an act or omission in the director's capacity as a director, except that this Article does not eliminate or limit the liability of a director to the extent the director is found to be liable for:

(a) a breach of a director's duty of loyalty to the Corporation;

(b) an act or omission not in good faith that constitutes a breach of duty of the director to the Corporation or an act or omission that involves intentional misconduct or a knowing violation of the law;

(c) a transaction from which the director received an improper benefit, whether or not the benefit resulted from an action taken within the scope of the director's office; or

(d) an act or omission for which the liability of a director is expressly provided by applicable law.

ARTICLE XI

The Corporation shall indemnify any person who (i) is or was a director, officer, employee, or agent of the Corporation, or (ii) while a director, officer, employee, or agent of the Corporation, is or was serving at the request of the Corporation as a director, officer, trustee, employee, agent, or similar functionary of another foreign or domestic non-profit corporation, trust, employee benefit plan, or other enterprise, to the fullest extent that a corporation may or is required to grant indemnification to a director under the Texas Business Organizations Code as now written or as hereafter amended, but only to the extent permitted for (a) a corporation exempt from federal income tax under

Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code , and (b) a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code.

ARTICLE XII

Except as otherwise provided in the Bylaws of the Corporation, this Certificate of Formation may be altered, amended, or repealed only as provided in the Texas Business Organizations Code, as presently written or hereafter amended.

Dated: March 18, 2014

Meadow Oaks Education Foundation

By: /s/ Shubham Pandey
Shubham Pandey, Organizer

UNANIMOUS WRITTEN CONSENT OF DIRECTORS IN LIEU OF MEETING OF THE BOARD OF DIRECTORS OF MEADOW OAKS EDUCATION FOUNDATION
March 26, 2014

Pursuant to Section 22.220 of the Texas Business Organizations Code (the "TBOC"), the undersigned, being the Directors of **Meadow Oaks Education Foundation** a Texas non-profit corporation (the "Corporation"), and in lieu of a meeting of the Board of Directors, the call of which is hereby expressly waived, do hereby consent to the adoption of the following resolutions:

I. CERTIFICATE OF FORMATION

RESOLVED, that the form, terms and provisions of the Certificate of Formation of the Corporation filed in the office of the Secretary of State of Texas, is hereby in all respects approved, and the Secretary is hereby instructed to file in the Corporation's minute book the Corporation's Certificate of Filing, together with the duly certified duplicate original Certificate of Formation.

II. BYLAWS

RESOLVED, that the Bylaws appearing in that certain document entitled "Bylaws of Meadow Oaks Education Foundation" are hereby adopted as the Bylaws of this Corporation.

RESOLVED FURTHER, that the Secretary of the Corporation is authorized and directed to certify a copy of such Bylaws and maintain them in the principal office of the Corporation for the transaction of its business, open for inspection by the directors at all reasonable times during office hours, and that in certifying such Bylaws, the Secretary shall state in his certificate that the Bylaws were adopted by the unanimous written consent of the directors without a meeting as authorized by the TBOC.

III. CONFLICT OF INTEREST POLICY

RESOLVED, that the certain document entitled "Meadow Oaks Education Foundation Conflict of Interest Policy" is hereby adopted as the policy of this Corporation.

This Consent may be executed in one or more counterparts, all of which together constitute the same instrument.

{Directors' Signature Page Follows}

MEADOW OAKS EDUCATION FOUNDATION

Shubham Pandey, Director

Deependra Chhabra, Director

Neelam Khullar, Director

Corporations Section
P.O.Box 13697
Austin, Texas 78711-3697

Nandita Berry
Secretary of State

Office of the Secretary of State

CERTIFICATE OF FILING
OF

Meadow Oaks Education Foundation
801954647

The undersigned, as Secretary of State of Texas, hereby certifies that a Restated Certificate of Formation for the above named domestic nonprofit corporation has been received in this office and has been found to conform to the applicable provisions of law.

ACCORDINGLY, the undersigned, as Secretary of State, and by virtue of the authority vested in the secretary by law, hereby issues this certificate evidencing filing effective on the date shown below.

Dated: 12/22/2014

Effective: 12/22/2014

Nandita Berry
Secretary of State

FILED
In the Office of the
Secretary of State of Texas
DEC 22 2014
Corporations Section

AMENDED AND RESTATED CERTIFICATE OF FORMATION OF MEADOW OAKS EDUCATION FOUNDATION

1. MEADOW OAKS EDUCATION FOUNDATION, a Texas nonprofit corporation (the "Corporation"), pursuant to the provisions of Sections 22.105 to 22.108 of the Texas Business Organizations Code, hereby adopts this Amended and Restated Certificate of Formation which accurately copies the Certificate of Formation as amended by such Amended and Restated Certificate of Formation as hereinafter set forth.

2. The Certificate of Formation of the Corporation is amended and restated in its entirety by this Amended and Restated Certificate of Formation, as summarized below:

Article III – The Board of Directors has been amended.
Article VII – The Organizer has been removed.
Articles VIII-XII have been renumbered accordingly.

3. Each such amendment made by this Restated Certificate of Formation has been effected in conformity with the provisions of the Texas Business Organizations Code and the Corporation's governing documents and was duly adopted by unanimous written consent of the directors of the Corporation dated _____, 2014.

4. The Restated Certificate of Formation of the Corporation accurately states the text of the Certificate of Formation being restated and each amendment to the Certificate of Formation being restated that is in effect, and as further amended by the Restated Certificate of Formation. The attached Restated Certificate of Formation does not contain any other change in the Certificate of Formation being restated except for the information permitted to be omitted by the provisions of the Texas Business Organizations Code applicable to the filing entity.

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AMENDED AND RESTATED CERTIFICATE OF FORMATION OF MEADOW OAKS EDUCATION FOUNDATION

ARTICLE I

The name of the corporation is Meadow Oaks Education Foundation. The filing entity being formed is a non-profit corporation. The period of its duration is perpetual.

ARTICLE II

The business address of the registered office of the corporation is 4532 Livingston Ave., Dallas, Texas 75205 and the name of its registered agent at such address is Shubham Pandey.

ARTICLE III

The number of directors of the Corporation, which shall constitute its Board of Directors and the governing body of the Corporation, shall be fixed by or as provided in the Bylaws of the Corporation. The number of directors shall be no fewer than three. The current Directors are:

Pauline Logan
1412 S. Belt Line Rd.
Mesquite, Texas 75149

Betty Hastings
1412 S. Belt Line Rd.
Mesquite, Texas 75149

Regina Rivera
1412 S. Belt Line Rd.
Mesquite, Texas 75149

Ram Krishnamurthy
1412 S. Belt Line Rd.
Mesquite, Texas 75149

Shubham Pandey
1412 S. Belt Line Rd.
Mesquite, Texas 75149

Misty Thorton
1412 S. Belt Line Rd.
Mesquite, Texas 75149

ARTICLE IV

The Corporation shall have no members.

ARTICLE V

The Corporation is organized exclusively for charitable and educational purposes, including for such purposes as the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, or

the corresponding provision of any future federal tax code. In particular, the Corporation is organized to educate, train and prepare individuals to function well in society and to provide educational opportunities and experiences.

The Corporation is organized to have and exercise all rights and powers conferred upon non-profit corporations under the laws of the State of Texas, or which may hereafter be so conferred, in order to promote charitable and educational activities.

No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its officers, directors or other private persons, except that the Corporation, in accordance with applicable law, shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes of the Corporation set forth in these Articles herein. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of or in opposition to any candidate for public office.

Notwithstanding any other provision hereof, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code, or (b) by any corporation, contributions to which are deductible under Section 170(c)(2) of the Internal revenue Code of 1986, or the corresponding provision of any future federal tax code.

ARTICLE VI

All money and other assets owned or controlled by the Corporation, wherever derived, shall be devoted for use in performing the charitable and educational functions of the Corporation solely through the furthering of the primary purposes of the Corporation.

Except as otherwise required by applicable state or federal law, upon dissolution or liquidation of this Corporation, and after payment of all debts and satisfaction of all liabilities and obligations of the Corporation (or making adequate provision therefore), and after the return, transfer, or conveyance of all assets requiring return, transfer, or conveyance thereof because of the dissolution or liquidation of the Corporation, any remaining assets of this Corporation shall be distributed to charitable or educational organizations that would then qualify as an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code, as determined by the Board of Directors of the Corporation.

ARTICLE VII

This Certificate shall be effective on the date filed with the Secretary of State of Texas.

ARTICLE VIII

The initial Bylaws of the Corporation shall be adopted by its Board of Directors, and the power to alter, amend or repeal the Bylaws or adopt new Bylaws shall be vested in its Board of Directors.

ARTICLE IX

To the fullest extent permitted by applicable law, a director of this Corporation shall not be liable to the Corporation for monetary damages for an act or omission in the director's capacity as a director, except that this Article does not eliminate or limit the liability of a director to the extent the director is found to be liable for:

(a) a breach of a director's duty of loyalty to the Corporation;

(b) an act or omission not in good faith that constitutes a breach of duty of the director to the Corporation or an act or omission that involves intentional misconduct or a knowing violation of the law;

(c) a transaction from which the director received an improper benefit, whether or not the benefit resulted from an action taken within the scope of the director's office; or

(d) an act or omission for which the liability of a director is expressly provided by applicable law.

ARTICLE X

The Corporation shall indemnify any person who (i) is or was a director, officer, employee, or agent of the Corporation, or (ii) while a director, officer, employee, or agent of the Corporation, is or was serving at the request of the Corporation as a director, officer, trustee, employee, agent, or similar functionary of another foreign or domestic non-profit corporation, trust, employee benefit plan, or other enterprise, to the fullest extent that a corporation may or is required to grant indemnification to a director under the Texas Business Organizations Code as now written or as hereafter amended, but only to the extent permitted for (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code , and (b) a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code.

ARTICLE XI

Except as otherwise provided in the Bylaws of the Corporation, this Certificate of Formation may be altered, amended, or repealed only as provided in the Texas Business Organizations Code, as presently written or hereafter amended.

Dated: December 22, 2014

Meadow Oaks Education Foundation

By: /s/ Shubham Pandey
Shubham Pandey, Director

UNANIMOUS WRITTEN CONSENT OF DIRECTORS IN LIEU OF MEETING OF THE BOARD OF DIRECTORS OF MEADOW OAKS EDUCATION FOUNDATION

December 30, 2014

Pursuant to Section 22.220 of the Texas Business Organizations Code (the "TBOC"), the undersigned, being the Directors of **Meadow Oaks Education Foundation,** a Texas non-profit corporation (the "Corporation"), and in lieu of a meeting of the Board of Directors, the call of which is hereby expressly waived, do hereby consent to the adoption of the following resolutions:

I. AMENDED AND RESTATED CERTIFICATE OF FORMATION

RESOLVED, that the form, terms and provisions of the Amended and Restated Certificate of Formation of the Corporation to be filed in the office of the Secretary of State of Texas, is hereby in all respects approved, and the Secretary is hereby instructed to file in the Corporation's minute book the Corporation's Certificate of Filing, together with the duly certified duplicate original Amended and Restated Certificate of Formation.

II. AMENDED AND RESTATED BYLAWS

RESOLVED, that the Bylaws appearing in that certain document entitled "Amended and Restated Bylaws of Meadow Oaks Education Foundation" are hereby adopted as the Bylaws of this Corporation.

RESOLVED FURTHER, that the Secretary of the Corporation is authorized and directed to certify a copy of such Bylaws and maintain them in the principal office of the Corporation for the transaction of its business, open for inspection by the directors at all reasonable times during office hours, and that in certifying such Bylaws, the Secretary shall state in his certificate that the Bylaws were adopted by the unanimous written consent of the directors without a meeting as authorized by the TBOC.

III. CONFLICT OF INTEREST POLICY

RESOLVED, that the certain document entitled "Ethics, Conflicts of Interest, & Nepotism Policy of Meadow Oaks Education Foundation" is hereby adopted as the policy of this Corporation.

This Consent may be executed in one or more counterparts, all of which together constitute the same instrument.

{Signature Page Follows}

MEADOW OAKS EDUCATION FOUNDATION

Pauline Logan, Director

Betty Hastings, Director

Regina Rivera, Director

Ram Krishnamurthy, Director

Shubham Pandey, Director

Misty Thorton, Director

MEADOW OAKS EDUCATION FOUNDATION

Pauline Logan, Director

Betty Hastings, Director

Regina Rivera, Director

Ram Krishnamurthy, Director

Shubham Pandey, Director

Misty Thorton, Director

MEADOW OAKS EDUCATION FOUNDATION

Pauline Logan, Director	Betty Hastings, Director
Regina Rivera, Director	Ram Krishnamurthy, Director
Shubham Pandey, Director	Misty Thorton, Director

MEADOW OAKS EDUCATION FOUNDATION

Pauline Logan, Director

Betty Hastings, Director

Regina Rivera, Director

Ram Krishnamurthy, Director

Shubham Pandey, Director

Misty Thorton, Director

MEADOW OAKS EDUCATION FOUNDATION

Pauline Logan, Director

Betty Hastings, Director

Regina Rivera, Director

Ram Krishnamurthy, Director

Shubham Pandey, Director

Misty Thornton

Misty Thorton, Director

Corporations Section
P.O.Box 13697
Austin, Texas 78711-3697

Nandita Berry
Secretary of State

Office of the Secretary of State

CERTIFICATE OF FILING
OF

Meadow Oaks Education Foundation
File Number: 801954647
Assumed Name:
Pioneer Technology & Arts Academy

The undersigned, as Secretary of State of Texas, hereby certifies that the assumed name certificate for the above named entity has been received in this office and filed as provided by law on the date shown below.

ACCORDINGLY the undersigned, as Secretary of State, and by virtue of the authority vested in the secretary by law hereby issues this Certificate of Filing.

Dated: 12/22/2014

Effective: 12/22/2014

Nandita Berry
Secretary of State

Form 503
(Revised 09/13)

Return in duplicate to:
Secretary of State
P.O. Box 13697
Austin, TX 78711-3697
512 463-5555
FAX: 512 463-5709
Filing Fee: $25

Assumed Name Certificate

This space reserved for office use.
FILED
In the Office of the
Secretary of State of Texas
DEC 22 2014
Corporations Section

Assumed Name

1. The assumed name under which the business or professional service is to be conducted or rendered is: Pioneer Technology & Arts Academy

Entity Information

2. The legal name of the entity filing the assumed name is:

Meadow Oaks Education Foundation

State the name of the entity as currently shown in the records of the secretary of state or on its organizational documents, if not filed with the secretary of state.

3. The entity filing the assumed name is a: (Select the appropriate entity type below.)

- ☐ For-profit Corporation
- ☑ Nonprofit Corporation
- ☐ Professional Corporation
- ☐ Professional Association
- ☐ Limited Liability Company
- ☐ Limited Partnership
- ☐ Limited Liability Partnership
- ☐ Cooperative Association
- ☐ Other

Specify type of entity. For example, foreign real estate investment trust, state bank, insurance company, etc.

4. The file number, if any, issued to the entity by the secretary of state is: 801954647

5. The state, country, or other jurisdiction of formation of the entity is: Texas

6. The entity's principal office address is:

1412 S. Belt Line Rd.

Street or Mailing Address

Mesquite	TX	USA	75149
City	*State*	*Country*	*Postal or Zip Code*

Period of Duration

☑ 7a. The period during which the assumed name will be used is 10 years from the date of filing with the secretary of state.

OR

☐ 7b. The period during which the assumed name will be used is _____ years from the date of filing with the secretary of state (not to exceed 10 years).

OR

☐ 7c. The assumed name will be used until _____ (not to exceed 10 years).
mm/dd/yyyy

County or Counties in which Assumed Name Used

8. The county or counties where business or professional services are being or are to be conducted or rendered under the assumed name are:

☑ All counties

☐ All counties with the exception of the following counties: _____

☐ Only the following counties: _____

Execution

The undersigned signs this document subject to the penalties imposed by law for the submission of a materially false or fraudulent instrument and also certifies that the person is authorized to sign on behalf of the identified entity. If the undersigned is acting in the capacity of an attorney in fact for the entity, the undersigned certifies that the entity has duly authorized the undersigned in writing to execute this document.

Date: 12/18/2014

/s/ Shubham Pandey

Shubham Pandey, Director

Signature of a person authorized by law to sign on behalf of the identified entity (see instructions)

Attachment G3

Bylaws of the Sponsoring Entity and All Amendments

UNANIMOUS WRITTEN CONSENT OF DIRECTORS IN LIEU OF MEETING OF THE BOARD OF DIRECTORS OF MEADOW OAKS EDUCATION FOUNDATION
March 26, 2014

Pursuant to Section 22.220 of the Texas Business Organizations Code (the "TBOC"), the undersigned, being the Directors of **Meadow Oaks Education Foundation** a Texas non-profit corporation (the "Corporation"), and in lieu of a meeting of the Board of Directors, the call of which is hereby expressly waived, do hereby consent to the adoption of the following resolutions:

I. CERTIFICATE OF FORMATION

RESOLVED, that the form, terms and provisions of the Certificate of Formation of the Corporation filed in the office of the Secretary of State of Texas, is hereby in all respects approved, and the Secretary is hereby instructed to file in the Corporation's minute book the Corporation's Certificate of Filing, together with the duly certified duplicate original Certificate of Formation.

II. BYLAWS

RESOLVED, that the Bylaws appearing in that certain document entitled "Bylaws of Meadow Oaks Education Foundation" are hereby adopted as the Bylaws of this Corporation.

RESOLVED FURTHER, that the Secretary of the Corporation is authorized and directed to certify a copy of such Bylaws and maintain them in the principal office of the Corporation for the transaction of its business, open for inspection by the directors at all reasonable times during office hours, and that in certifying such Bylaws, the Secretary shall state in his certificate that the Bylaws were adopted by the unanimous written consent of the directors without a meeting as authorized by the TBOC.

III. CONFLICT OF INTEREST POLICY

RESOLVED, that the certain document entitled "Meadow Oaks Education Foundation Conflict of Interest Policy" is hereby adopted as the policy of this Corporation.

This Consent may be executed in one or more counterparts, all of which together constitute the same instrument.

{Directors' Signature Page Follows}

MEADOW OAKS EDUCATION FOUNDATION

Shubham Pandey, Director

Deependra Chhabra, Director

Neelam Khullar, Director

UNANIMOUS WRITTEN CONSENT OF DIRECTORS IN LIEU OF MEETING OF THE BOARD OF DIRECTORS OF MEADOW OAKS EDUCATION FOUNDATION

December 30, 2014

Pursuant to Section 22.220 of the Texas Business Organizations Code (the "TBOC"), the undersigned, being the Directors of **Meadow Oaks Education Foundation,** a Texas non-profit corporation (the "Corporation"), and in lieu of a meeting of the Board of Directors, the call of which is hereby expressly waived, do hereby consent to the adoption of the following resolutions:

I. AMENDED AND RESTATED CERTIFICATE OF FORMATION

RESOLVED, that the form, terms and provisions of the Amended and Restated Certificate of Formation of the Corporation to be filed in the office of the Secretary of State of Texas, is hereby in all respects approved, and the Secretary is hereby instructed to file in the Corporation's minute book the Corporation's Certificate of Filing, together with the duly certified duplicate original Amended and Restated Certificate of Formation.

II. AMENDED AND RESTATED BYLAWS

RESOLVED, that the Bylaws appearing in that certain document entitled "Amended and Restated Bylaws of Meadow Oaks Education Foundation" are hereby adopted as the Bylaws of this Corporation.

RESOLVED FURTHER, that the Secretary of the Corporation is authorized and directed to certify a copy of such Bylaws and maintain them in the principal office of the Corporation for the transaction of its business, open for inspection by the directors at all reasonable times during office hours, and that in certifying such Bylaws, the Secretary shall state in his certificate that the Bylaws were adopted by the unanimous written consent of the directors without a meeting as authorized by the TBOC.

III. CONFLICT OF INTEREST POLICY

RESOLVED, that the certain document entitled "Ethics, Conflicts of Interest, & Nepotism Policy of Meadow Oaks Education Foundation" is hereby adopted as the policy of this Corporation.

This Consent may be executed in one or more counterparts, all of which together constitute the same instrument.

{Signature Page Follows}

MEADOW OAKS EDUCATION FOUNDATION

Pauline Logan, Director

Pauline Logan, Director

Betty Hastings, Director

Regina Rivera, Director

Ram Krishnamurthy, Director

Shubham Pandey, Director

Misty Thorton, Director

MEADOW OAKS EDUCATION FOUNDATION

Pauline Logan, Director

Betty Hastings, Director

Regina Rivera, Director

Ram Krishnamurthy, Director

Shubham Pandey, Director

Misty Thorton, Director

MEADOW OAKS EDUCATION FOUNDATION

Pauline Logan, Director

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Ram Krishnamurthy, Director

Shubham Pandey, Director

Misty Thorton, Director

MEADOW OAKS EDUCATION FOUNDATION

Pauline Logan, Director

Betty Hastings, Director

Regina Rivera, Director

Ram Krishnamurthy, Director

Shubham Pandey, Director

Misty Thorton, Director

MEADOW OAKS EDUCATION FOUNDATION

Pauline Logan, Director	Betty Hastings, Director
Regina Rivera, Director	Ram Krishnamurthy, Director
Shubham Pandey, Director	Misty Thorton, Director

APPROVED DURING CONTINGENCY PROCESS

AMENDED AND RESTATED BYLAWS
OF
MEADOW OAKS EDUCATION FOUNDATION

WHEREAS, the initial Board of Directors of Meadow Oaks Education Foundation (the "Corporation") caused to be filed with the Texas Secretary of State a Certificate of Formation for the organization of the Corporation NOW, THEREFORE:

BE IT RESOLVED by the Board of Directors of the Corporation, that these Amended and Restated Bylaws will govern its affairs in pursuit of its declared purposes.

PREAMBLE
CORPORATE PURPOSE, OBJECTIVES AND DEDICATION OF ASSETS

The Corporation shall enrich, strengthen, enhance, and support the advancement of Meadow Oaks Academy, a private elementary school in Mesquite, by engaging in fundraising as it deems appropriate in furtherance of the purposes as provided in the Certificate of Formation. The Corporation shall also seek to own and operate an Open-Enrollment Charter School (the "School") as provided under the Texas Education Code for the benefit of students in Texas, providing educational opportunities, programs and such other functions as it deems appropriate in furtherance of the purposes as provided in the Certificate of Formation. This Corporation is formed for charitable purposes, and it will be nonprofit and nonpartisan. No substantial part of the activities of the Corporation will consist of the publication or dissemination of materials or statements with the purpose of attempting to influence legislation, and the Corporation will not participate or intervene in any political campaign on behalf of or in opposition to any candidate of public office. The Corporation will not engage in any activities or exercise any powers that are not in furtherance of the charitable purposes described in the Certificate of Formation.

The properties and assets of the Corporation are irrevocably dedicated to charitable and educational purposes. No part of the net earnings, properties or assets of this corporation, on dissolution or otherwise shall inure to the benefit of any private person, or any director or officer of this Corporation. On liquidation or dissolution, all properties, assets and obligations will be distributed or paid over to an organization dedicated to charitable and educational purposes that is tax-exempt pursuant to Internal Revenue Code Section 501(c)(3) as amended or as otherwise required by state and federal law.

The Corporation, in all its activities and programs, shall not discriminate on the basis of sex, national origin, ethnicity, religion, disability or any other prohibited manner.

APPROVED DURING CONTINGENCY PROCESS

ARTICLE ONE
NAME, OFFICE AND SEAL

1.01 NAME: The name of the Corporation is "Meadow Oaks Education Foundation."

1.02 OFFICE: The principal office of the Corporation will be located at 1412 S. Belt Line Rd., Mesquite, Texas 75149.

1.03 SEAL: The corporate seal of the Corporation, if any, will be inscribed with the Corporation name and year and place of its incorporation.

ARTICLE TWO
MEETINGS & RECORDS

2.01 Regular Meetings, Frequency and Place. Regular meetings of the Board of Directors shall be held on at least a quarterly basis at such places and at such times as the Board may determine.

2.02 Annual Meeting. The Annual Meeting of the Board of Directors shall be held on the occasion of its First (1st) Quarterly meeting each and every fiscal year, or as otherwise determined by the Board.

2.03 Special Meetings. Special meetings of the Board of Directors may be called by the Chairman, Secretary, or by any one or more Board members with the consent of the Chairman or Secretary, which consent will not be unreasonably withheld, for any purpose not otherwise proscribed by law, grant or loan condition on the Articles of Incorporation, to transact any business described in the call for the special meetings.

MEETINGS RELATING TO CHARTER SCHOOLS

2.04 Charter School Meetings. When conducting business relating in any way to the operations or affairs of any of the Corporation's open-enrollment charter schools, meetings of the Board or any Board Committee shall be conducted in accordance with provisions of the Texas Education Code and Chapter 551 of the Texas Government Code, and the Board of Directors shall be subject to the requirements of the Texas Open Meetings Act, including the following provisions: At no time shall a quorum of the full Board meet to deliberate any issue or business of the Corporation without posting notice of a meeting as set forth below. . Directors shall normally attend all meetings in person, but may attend by alternate means only if circumstances warrant and expressly in accordance with the Texas Open Meetings Act.

(a) Closed Meetings: The Board may meet in a meeting closed to the public to deliberate on those matters specified in the Texas Open Meetings Act as proper for closed meetings, including but not limited to consultation with attorney, real estate, prospective gifts or donations, personnel matters, security personnel or

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devices, discipline of a student and complaints against an employee unless the student or employee respectively requests an open meeting.

(b) Emergency Meetings: In the event of an emergency as defined in the Texas Open Meetings Act, a meeting may be conducted by telephone conference call. If a meeting involves telephonic participation, the telephonic participation must be by conference call in which all persons participating can be heard by all other participants and the public.

(c) Video Conferencing: Meetings may also be conducted by videoconference call, where both audio and video is simultaneously available to the participants and the public, and all other prerequisites and requirements of the Texas Open Meetings Act are satisfied.

2.05 Notice for Charter School Meetings. When conducting business related to the operations or affairs of the Corporation's open-enrollment charter schools, the following shall apply: Notice of all meetings of the Board of Directors, except as otherwise provided by state law, regulation, will be delivered by mail postmarked, electronic facsimile or e-mail transmission to each Director at least 72 hours before the time of the meeting.

(a) Posting of Notice: In addition, notice to the public of any meeting shall be posted at the administrative offices of the Corporation in a location convenient to the public at least 72 hours before the time of such meeting.

(b) Emergency Notice: Emergency meetings as allowed under the Texas Open Meetings Act may be posted up to two hours before such meeting and subject to other prerequisites under the Act.

(c) Internet Posting: Notice and the agenda of all meetings of the Board of Directors shall also be posted on the Corporation's Internet website for the charter schools, if any, concurrently with the notice posted at the administrative offices, or as otherwise required and authorized by the Texas Open Meetings Act.

(d) Closed Meetings: The agenda shall clearly state whether the Board intends to convene in a closed meeting and shall identify separately each matter to be deliberated by the Board in the closed meeting and whether the Board may take action on any such matter upon returning to the open meeting. The Secretary shall note the times in the open meeting that the Board convenes to and adjourns from the closed meeting.

2.06 Charter School Meeting Order of Business. When conducting business related to the operations or affairs of the Corporation's open-enrollment charter schools, the following shall apply: At regular meetings of the Board, the order of business shall be established in an Agenda approved by the Chairman and as presented in the notice of the meetings. However, the Chairman may modify the order of business. The agenda

shall identify all matters to be presented to and considered by the Board. Matters not disclosed in the agenda and meeting notice available to the public shall not be deliberated or be considered by the Board, except as permitted by the Texas Open Meetings Act.

CORPORATE BOARD MEETINGS NOT RELATING TO CHARTER SCHOOLS

2.07 Non-Charter Meetings. When conducting any other Corporate business not related, in any way, to the operations or affairs of the Corporation's open-enrollment charter schools, or prior to award and execution of a charter contract, Board meetings shall be conducted in accordance with provisions of Chapter 22 of the Texas Business Organizations Code, the Articles of Incorporation and these bylaws. The Secretary shall cause to be mailed at least forty-eight hours in advance, or sent by electronic means at least twenty-four (24) hours in advance to every director at his/her address (email address) of record with the Corporation, a notice stating the time and place of every meeting. Notice of such meetings shall state the reasons that such meeting has been called and the business to be transacted at such meeting.

2.08 Board Action By Unanimous Written Consent. When conducting any Corporate business not related, in any way, to the operations or affairs of the Corporation's open-enrollment charter schools, or prior to award and execution of a charter contract, the Board may take any action required or permitted to be taken at a meeting of the Board of Directors of committee of the Corporation, without an actual meeting if a consent, in writing, setting forth the action to be taken, is signed by all directors or committee members entitled to vote (unanimous written consent) subject to all requirements of applicable law. The unanimous written consent for any suction action by the Board or committee must state the date of each Director's or committee member's signature and memorialize the action to be taken. The written consent of each of the Directors or committee members must be delivered to the Corporation no later than the tenth (10th) day after the earliest date of consent, and must be delivered to the Chairman or Secretary of the Board. Delivery must be by hand delivery or by certified or registered mail, return receipt requested.

MEETINGS & RECORDS GENERALLY

2.09 Corporate Records. The Corporation will maintain at its principal office all financial books and records of account, all minutes of the Board meetings and committee meetings, the list of Directors, and copies of all other material Corporate records, books, documents and contracts as required by Texas law. All such records will be made available for inspection at any reasonable time during usual business hours for any lawful purpose to any officer, Director, or person authorized by law or the Board to inspect such records, and the Corporation's records will also be available to the extent required by the Texas Public Information Act where applicable for public inspection and copying as promptly as possible as required by such act. Upon leaving office, each Director, officer or agent of the Corporation will turn over to the Chairman in good order any Corporation

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monies, books, records, minutes, lists, documents, contracts or other property of the Corporation in his or her custody or control.

2.10 Quorum. The presence of a majority of the members shall constitute a quorum and shall be necessary to conduct the business of the Corporation except as otherwise provided in Article Five, Section 5.12, below. Any Board vacancies shall not be counted in determining a majority called for by these Bylaws.

2.11 Order of Business. Board meetings shall generally proceed with the following order of business:

- Roll Call and Establishment of a Quorum
- Public Comments
- Reading and Approval of Minutes of Preceding Meeting(s)
- Reports of Committees
- Reports of Officers
- Old and Unfinished Business
- New Business
- Adjournments

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The Board of Directors may, by majority vote, adopt a different agenda order.

2.12 Record of Board Action. All motions and resolutions of the Board will be written or recorded in the minutes of the Board and certified copies will be placed in a journal of proceedings of the Board. Such records shall be maintained in accordance with state law and Article 2.08 herein.

2.13 Voting. All matters at any meeting of the Board of Directors or any of its designated committees, except as otherwise provided in these Bylaws, the Certificate of Formation, or as permitted by law, will be decided by a vote of a majority of the Directors present at or lawfully participating in the meeting as permitted by the Texas Open Meetings Act. If a quorum of the Board is present or lawfully participating in the meeting, the affirmative vote of a majority of the Board of Directors will be the act of the body corporate, unless the vote of a greater number is required by statute, regulation, the Certificate of Formation, or these Bylaws. Any Director may request a roll call vote on any motion or resolution. Directors may not vote by proxy or secret ballot.

2.14 Fundamental Actions. In accordance with Section 22.164 of the Texas Business Organization Code, the following actions of the Board of Directors are fundamental actions that shall require the affirmative vote of the majority of directors then serving on the Board:

(a) Amendment of a certificate of formation [or articles of incorporation];
(b) Voluntary winding up under Chapter 11;
(c) A revocation of a voluntary decision to wind up under Chapter 11;

(d) A cancellation of an event requiring winding up under Chapter 11;
(e) A reinstatement under Section 11.202;
(f) A distribution plan under Section 22.305;
(g) A plan of merger under Subchapter F;
(h) A sale of all or substantially all of the assets of the Corporation;
(i) A plan of conversion under Subchapter F; or
(j) A plan of exchange under Subchapter F

2.15 Compensation. Except as provided in this section, no Director will receive directly or indirectly any salary, compensation or gift from the Corporation, except as authorized by state law. The Directors of the Corporation will serve as such without salary. No Director will be entitled to any dividend or any part of the income or principal of the Corporation, or to share in the distribution of the assets upon dissolution of the Corporation. The Board of Directors may authorize the payment by the Corporation of the reasonable, documented and allowable expenses incurred by a Director in performance of his or her duties in accordance with state and federal law.

2.16 Parliamentary Procedure. For all matters of parliamentary procedures, the Board and any Committees established by the Board, shall be guided by *Robert's Rules of Order Newly Revised*, 11th ed. (Cambridge, Mass.: Perseus Publishing, 2011).

ARTICLE THREE
DIRECTORS

3.01 MANAGEMENT: The activities, affairs, property and powers of the Corporation will be managed, directed, controlled or exercised by and vested in the Board of Directors.

3.02 NUMBER AND QUALIFICATIONS: The Board of Directors will consist of no fewer than three (3) persons.

3.03 REMOVAL: Any Director who fails to attend three (3) consecutive meetings may be asked to resign from office by resolution of the Board of Directors. The Secretary will notify Directors when they have missed three (3) regular consecutive meetings. Absences may be formally excused by vote of the Board. The Secretary will certify a Director's excessive absence to the Chairman. Any Director may also be removed with or without cause upon a two-thirds (2/3) majority vote of all the remaining directors for removal. However, the Chairman of the Board may only be removed upon a two-thirds (2/3) majority vote of all the remaining directors for good cause.

3.04 TERM: The Directors shall serve for three-year terms, which may be renewed indefinitely by each respective Director, subject to Articles 3.03 and 3.06 herein.

3.05 VACANCY: The Chairman of the Board will appoint Directors to fill vacancies. Each Director appointed or designated to fill a vacancy on the Board of Directors will hold office for the remainder of the term of the Board of Directors. A

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vacancy occurring on any committee may be filled by the Board of Directors for the remainder of the term of the position.

3.06 RESIGNATION: Any director or officer may resign from the Corporation by delivering a written letter of resignation to the Chairman of the Board.

3.07 COMPENSATION: Except as provided in this section, no Director will receive directly or indirectly any salary, compensation or gift from the Corporation, except as authorized by state law. The Directors of the Corporation will serve as such without salary. No Director will be entitled to any dividend or any part of the income or principal of the Corporation or to share in the distribution of the assets upon dissolution of the Corporation. The Board of Directors may authorize the payment by the Corporation of the reasonable, documented and allowable expenses incurred by a Director in performance of his or her duties in accordance with state and federal law.

ARTICLE FOUR
OFFICERS

4.01 OFFICERS: The officers of the Corporation will consist of the Chairman of the Board, a Vice-Chairman of the Board, and a Secretary/Treasurer and any other officers that the Board may establish and designate by resolution adopted by a majority of vote of the whole Board.

4.02 APPOINTMENT: The officers of the Corporation will be appointed each year by the Chairman of the Board at its annual meeting.

4.03 CHAIRMAN: The Chairman of the Board will preside at all meetings of the Board of Directors. The Chairman will have other powers and duties not inconsistent with these Bylaws as may be assigned by the Board. The Vice-Chairman will have the powers and duties of the Chairman in his absence.

4.04 SECRETARY: A Secretary will act under the direction of the Chairman and in his absence have the duties and powers of the Chairman. A Secretary will have other duties and powers as the Chairman of the Board of Directors may assign. The Secretary will have the general powers and duties usually vested in such office of a Corporation, including keeping all records, documents and the corporate seal at the principal office of the Corporation; affixing the corporate seal to any instrument requiring it and to attest the same by his or her signature when authorized by the Board of Directors or after the instrument has been signed by the Chairman, Vice-Chairman or other authorized officer or agent; keeping the minutes of the meetings of the Board of Directors, the Executive and other committees of the Board of Directors, the Executive and other committees of the Corporation to recorded in one or more books provided for that purpose, with the time and place, how they were called or authorized, the notice given, the names of those present, and the proceedings therein; and issuing proper notices in accordance with these Bylaws. The Secretary/Treasurer will have such other powers

and duties not inconsistent with these Bylaws as may be assigned by the Board of Directors or the Chairman.

4.05 TREASURER: The Treasurer will be responsible for all funds and securities of the Corporation and will have the general powers and duties usually vested in such office of a Corporation, including receiving and documenting all monies due and payable to the Corporation; depositing all monies received in the name of the Corporation in a depository designed by the Board, disbursing monies of the Corporation under the direction or orders of the Board; entering regularly in the books kept by the Treasurer a complete and accurate account of all monies received and disbursed by the Corporation; rendering a statement of the financial accounts of the Corporation to the Board as requested; exhibiting the books of the financial accounts of the Corporation to the Board as requested; exhibiting the books of account in his custody to any Director upon request; and submitting a full financial report to the Board of Directors at the annual meetings. The Treasurer will have such other powers and duties not inconsistent with the Bylaws as may be assigned by the Board of Directors or the Chairman.

4.07 OTHER OFFICERS: The Board of Directors may create by resolution other offices as it deems necessary to serve the Corporation, who need not be directors, to serve as officers or agents of the Corporation.

ARTICLE FIVE
COMMITTEES

5.01 COMMITTEES: Designated committees may be established by the Chairman of the Board or the Board to perform the duties and functions assigned in furtherance of Board objectives. Any committee may include one or more Directors from the Board. The Chairman of the Board or its designee will appoint the members, officers, or others to committee positions. The rules of procedure of any committee may be set by the Board. Any committee may be abolished or any committee member removed for any reason and at any time by the Board of Directors.

5.02 RECORDS: Each committee will keep and deliver a copy of minutes of its proceedings to the Secretary of the Board and will report briefly on its activities at each Board meeting.

ARTICLE SIX
DEPOSITS, CHECKS, LOANS AND CONTRACTS

6.01 DEPOSITORIES: All funds of the Corporation not otherwise employed will be deposited in banks or other depositories designated by the Board of Directors and in accordance with state law.

6.02 TRANSACTIONS: All checks, drafts, endorsements, notes and evidences of indebtedness of the Corporation will be signed by such officers or agents and all

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endorsements for deposits to the credit of the Corporation will be made as authorized by the Board of Directors.

6.03 LOAN OR GRANT AUTHORITY: No loans or advances will be contracted on behalf of the Corporation, and no note or other evidence of indebtedness will be issued in its name, except as authorized by the Board.

ARTICLE SEVEN
CONTRACTS WITH DIRECTORS AND OFFICERS

7.01 INSIDER DEALING: Subject to any law, regulation, or contractual agreement of the Texas Business Organizations Code, no Director, officer or committee member will be interested directly or indirectly in any contract or program involving Corporation assets, relating to the operation conducted by it or in any contract for furnishing services or supplies to it, unless (a) the contract is authorized by a majority of Directors present at a meeting in which there is a quorum and vote without the interested Director's presence, (b) the facts and nature of the Director's interest is fully disclosed to the whole Board of Directors before the meeting in which the contract will be considered and (c) the Corporation could not have obtained a more advantageous arrangement with reasonable effort under the circumstances.

7.02 INSIDER LOANS: No loans or grants will be made by the Corporation to its Directors, officers or committee members during their term of office. The Directors who vote for or assent to, and any officer who participates in, the making of a loan to a Director or officer will jointly and severally be liable to the Corporation for the amount of the loan until it is repaid.

ARTICLE EIGHT
INDEMNIFICATION OF DIRECTORS AND OFFICERS

8.01 LIABILITY: A Director or committee member will not be required to furnish any bond or surety for his services as a Director or committee member, and will not be liable for the act or omission of any other Director.

8.02 INDEMNIFICATION: Any person made or threatened to be made a party to any action in court or other proceeding because he is or was a Director or committee member will be indemnified by the Corporation against any and all liability and the reasonable expenses, including attorney's fees, incurred in connection with the defense or settlement of the action, except where it is adjudged that the Director or committee member is liable for gross negligence, bad faith or willful misconduct in performing his duties. The right of indemnification will not exclude any other right of the Director or committee member. INDEMNIFICATION UNDER THIS SECTION IS SUBJECT TO ANY AND ALL PROHIBITIONS, RESTRICTIONS AND LIMITATIONS IMPOSED BY LAW.

8.03 INSURANCE: The Board of Directors will have the power to purchase and maintain at the Corporation's expense insurance on behalf of the Corporation, the Board of Directors, and others.

ARTICLE NINE
AMENDMENT OF BYLAWS

9.01 AMENDMENT: Except as otherwise provided in the Certificate of Formation, and subject to the power of the Board to amend or repeal these Bylaws, these Bylaws may be altered, amended or repealed and new Bylaws may be adopted by a majority vote, provided that written notice setting forth in detail the proposed Bylaws revisions with explanations for the change is given at least three days previously. In the case of an emergency, which must be explained in the notice, two hours notice of a proposed amendment may be given to all Directors, and the Bylaws may be amended upon the unanimous vote of all Directors.

ARTICLE TEN
MISCELLANOUS

10.01 FISCAL YEAR. The fiscal year of the Corporation will begin on September 1 of each year and will end on August 31 of the next year.

10.02 ANNUAL REPORT: The Treasurer shall obtain and will provide to the Board no later than 90 days after the close of the fiscal year a report containing the following information in appropriate detail.

(a) The assets and liabilities of the Corporation as of the end of the fiscal year.

(b) The principal changes in assets and liabilities during the fiscal year;

(c) The revenues and receipts, both restricted and unrestricted to particular purposes, for the fiscal year.

(d) The expenses or disbursements, for both general and restricted purposes, during the fiscal year;

(e) The substantial activities and projects begun, in progress, and completed during the Fiscal year.

(f) Such other information as may be requested by the Board.

The report will be accompanied by a report of an independent accountant, or in lieu of such report, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the books and records of the Corporation.

10.03 FEDERAL TAX FILING: The officers of the Corporation will be responsible for ensuring timely annual filing of IRS Form 990 within the timeframes of IRS rules.

10.04 CONSTRUCTION: Whenever the context requires, the masculine will include the feminine and neuter, and the singular will include the plural, and vice versa. If any portion of these Bylaws is declared invalid or inoperative, then so far as is reasonable the remainder of these Bylaws will be considered valid and operative and effect will be given to the intent manifested by the portion held invalid or inoperative.

10.05 STATUTORY AND OTHER AUTHORITY: These Bylaws are subject to and governed by any applicable federal or state laws and regulations, including pertinent local ordinances and the Certificate of Formation.

As approved by Unanimous Written Consent of the Board of Directors dated August 14th, 2015, pursuant to the BOC.

BY: _____
Shubham Pandey, Chairman of the Board

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Attachment G4

Notarized Biographical Affidavits

Generation 20 Open-Enrollment Charter Application

Attachment G4 - Board Member Biographical Affidavit

To be completed individually by each charter school board member. All forms must be signed by hand in BLUE ink.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and school's fulfillment of its public obligations and all terms of its charter.

Name of proposed charter school:	Pioneer Technology & Arts Academy
Name of sponsoring entity:	Meadow Oaks Education Foundation

Background

Full Legal Name:	Betty Jean Hastings
Home Mailing Address:	3309 Scott Drive, Rowlett Texas 75088
Phone Number:	469-233-3287
E-mail Address:	[redacted]
Business Name:	Stonebrook Academy
Business Mailing Address:	3200 S. FM 548 ROYSE CITY, TEXAS 75189
Phone Number:	972-636-0777
E-Mail Address:	hastings@stonebrooklearning.com

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

○ Yes ◉ No, does not apply to me

If Yes, state the name of the entity:

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

My motivation to serve on the board of the proposed charter school is because of the way they plan to educate students and prepare them for college. As an educator this way of teaching excites me, because it embraces the diversity in every classroom and ensures each student is challenged academically.

Attachment G4 - Board Member Biographical Affidavit

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

As a board member my understanding is that we hear grievances and determine the outcome, amend the budget of the charter school, make sure the school records are kept up to date, and oversee the obligations of the proposed charter to ensure its compliant academically, financially, ethically, and most of all legally. The board must also ensure that the students are receiving the utmost quality of education.

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

I have the capability to be an effective board member because of my integrity and excellence to education. I have educational experience teaching, and as a private and charter school principal for many years. I started my own private school which was rated number one for several years in the city of Mesquite. I have also had the privilege of working with another group in trying to get their charter. I was also the principal of a charter school. I wrote a GT program for a charter school.

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

My knowledge and experience that I bring to the board is in higher education with a higher standard for excellence in academics. Developing a Gifted and Talented program as well as curriculum design. Working with students in higher education and developing technology within the curriculum. I have a knowledge of fundraising and working with the different officials in the community.

School Mission and Program

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

My understanding of the school's mission and belief is to create an environment that is academically challenging for our graduates that will help them face global competition. This will be done through teacher-initiated creative programs where math, science, technology, liberal arts and engineering are taught through hands-on and student-centered projects.

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

My understanding of the schools educational program is one that teaches students to love what you learn. This will be done through structured curriculum, students will be challenged to meet a higher standard academically at each age group. Students will also be allowed to pick their core and elective classes through aptitude rather than age. The High School student will also be able to take several advance placements college programs that will allow the student dual credit.

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

I believe a successful school will display a well articulated vision statement showing the goals, principles, and expectations for the school, staff and community. I feel the leadership that is willing to stay on the cutting edge and explore new ways to better educate our students for success and making great strides is a successful school. Third a school that is willing to strive for high academic standards for their students through technology, projects and other means to enhance their portfolios for Ivy League colleges. Finally motivate parents to be involvement.

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

To know that the charter school is successful in its mission is to make sure that the vision is being implemented by the board with a plan of action - Small goals that are set are being met as well as their yearly goals; the benchmarks that are given have been accomplished; tests score are reflecting the growth of the students, and intervention have been taken for those not showing growth as well as parent involvement.

Governance

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

The role of a board member is one of importance through knowledge of the vision and mission of the school. The board will hold open meetings and keep all student records. They are responsible in making sure the school is on course academically, improvements if necessary through strategic plans and know the budgeting process . Board members should take the initiative to learn new ideas in order to stay on the cutting edge academically and whenever possible network with others on how a board can improve efficiency and effectiveness overall.

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

I think to know if a school is successful by the end of the year it would show in the student test scores, the excitement of the parents, excited students, and how different plans of action were met. A school showing their measurable results, reflection on their mission statement, improvements in benchmarks, grades throughout the year, and school passing the state test. This would be done through goals that are set, content, assessments, and measurement through valid and reliability research set by teachers, staff and the board.

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

A school can show their successes by the end of four years by meeting their short and long term goals. Through annual benchmarks, students IEP, ARDS, state testing, grades, enrollment, and most of all excited parents, excited students, and the community.

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

Some of the steps to ensure that the charter is being successful I think would be to make sure they are following the vision of the charter, state guidelines, benchmarks are being met, IEP, ARDS, Assessments, monitoring the classrooms, follow up from the board, curriculum is being taught to standard, students are excited, teachers are excited, building is inviting, and parents and your community are on board.

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

To handle the situation of a acting board member who does not have the best interest of the charter
I would first call the board president and express my concerns. If that does not work, then I would write a letter to the board that explains my reasons for voting against the unethically behavior of a board member. I would bring the letter to the meeting and ask that my letter be read aloud. I would have it entered into the official minutes as permanent record. I might be outvoted, but it will show how seriously I take the matter in question.

Generation 20 Open-Enrollment Charter Application

Attachment G4 - Board Member Biographical Affidavit

Disclosures

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

(●) Yes ( ) No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

I know board member Shubham Pandey who is also the sponsoring entity. He will be resigning from the board after the Charter is awarded

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

( ) Yes (●) No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

( ) Yes (●) No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

( ) Yes (●) No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

(●) Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

( ) Yes (●) No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

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

( ) Yes (●) Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

Attachment G4 - Board Member Biographical Affidavit

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

Does not apply to me.

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

Educational Center International Academy Dates on Campus 2009-2010
8200 Schrade Road
Rowlett, Texas 75088
Position Held: Acting Principal

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

○ Yes ◉ Does not apply to me.

If yes, state the compensation you expect to receive.

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

○ Yes ◉ Does not apply to me.

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

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

○ Yes ◉ Does not apply to me.

If yes, describe the precise nature of your relationship.

Generation 20 Open-Enrollment Charter Application

Attachment G4 - Board Member Biographical Affidavit

12. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

○ Yes ◉ Does not apply to me.

If yes, describe the precise nature of your relationship.

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

○ Yes ◉ Does not apply to me.

If yes, provide information relating to the matter(s).

Certification

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

Signature Betty Jean Hastings Date 12/30/2014

Verification

State of Texas

County of Rockwall

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

Subscribed and sworn to before 30 day of December, 2014.

(Notary Public) [illegible] Thomas (Seal)

My commission expires 8/27/17

JEANNIE MA... AS
Notary Public, S... exas
My Commiss... es
August ... 31

477

Generation 20 Open-Enrollment Charter Application

Attachment G4 - Board Member Biographical Affidavit

To be completed individually by each charter school board member. All forms must be signed by hand in BLUE ink.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and school's fulfillment of its public obligations and all terms of its charter.

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Background

Full Legal Name: Misty Thornton

Home Mailing Address: PO Box 2300 Allen Texas 75013

Phone Number: 972 9790282

E-mail Address: mthornton@dfwair.net

Business Name: Misty Thornton & Associates

Business Mailing Address: PO Box 2300 Allen Texas 75013

Phone Number: 972 9790282

E-Mail Address: mthornton@dfwair.net

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

○ Yes ◉ No, does not apply to me

If Yes, state the name of the entity: N/A

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

The opportunity to bring my knowledge and skills to a charter school venture is not only exciting but comes at a time in my career that I can give back to the community. With my experience as a commercial real estate, and working, owning and managing educational facilities I can bring to the board valuable insight. Whether planning the construction of facilities or the planning for staff, I have proven my ability. I look forward to working with other board members in successfully launching and guiding the success of Pioneer Technology & Arts Academy.

Attachment G4 - Board Member Biographical Affidavit

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

It is the responsibility of the board member to ensure that high quality education is awarded to all students in accordance with charter board policies. Board members are responsible to ensure that school meets the imporant education needs of its community.

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

I have no previous experience as a board member but my background in commerical real estate and childcare eduction has provided me skills that will make me not only an effective board member but an important member of the board. My experience in commercial real estate lease will also help PTAA negotiate the best lease possible for its school campuses.

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

I will bring to the school board my ability to influence others in the childcare industry to achieve measurable results; my Independence, self-motivation, high degree of proficiency in personal time; complex problem solving and management initiatives for childcare facilities; my experience in commercial real estate in both selling and buying property.

School Mission and Program

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

Pioneer Technology & Arts Academy's (PTAA) mission is to create academically superior graduates that are ready to face world competition. Students need proper tools, ideas and knowledge to stay above national and international graduating standards. PTAA's mission is to create a model that provides the tools, and ideas that identify the talents of the individual student and help the student develop those talents and guide the student to vocational opportunities requiring those talents.

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

PTAA educational program will be designed to meet and exceed national and international standards, with a focus on guiding our students to real world career opportunities. Our program will emphasize students' exploration of there skills, aptitude and interest and apply these to their future endeavors.

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

The characteristics of a successful school is the development of the characteristics of a successful student - willingness to learn, preparation, social skills, managing time, critical thinking. A school only succeeds when the students succeed. A successful school also has the support of the community.

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

The board is responsible for setting mission goals with time lines and then measuring success. Routine review of progress or lack of progress will be an important part of charter bylaws. Changes necessary to meet school mission will take place when review requires such changes.

Governance

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

As stated above, the board will be responsible in seeing that all operations are meeting stated mission. School administrators will be part of routine review of school operations and if during review changes are required the board will be responsibility for seeing that administrators follow through with recommended changes.

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

With meeting set mission goals, the first year of operation will be a success. There should be no surprises if we have planned and implemented properly, and succeeded with productive board meetings.

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

Our Mission should contain both short and long term goals that define success - what is the defined success of year 00 and years 1,2,3,4. Measuring success or lack of will become a process.

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

Community support and government support will be critical to our success. All the planning and implementing will mean nothing if the community does not embrace PTAA. It will be critical to get our message to the community, providing answers to why PTAA is an important alternative to public, private and home school.

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

If such a situation were to arise I believe it is the boards' responsibility to address the issue as quickly as possible, The board member should be given the right to present defense as stated in bylaws and the board then should determine the proper action.

Attachment G4 - Board Member Biographical Affidavit

Disclosures

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

◉ Yes ○ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

I know Pauline Logan and I have helped her in school real estate transactions prior to her retirement. I also know Shubham Pandey the sponsoring entity but he will resign from the board after the charter is awarded.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

○ Yes ◉ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

○ Yes ◉ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

○ Yes ◉ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

?

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

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

○ Yes ◉ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

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

○ Yes ◉ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

Attachment G4 - Board Member Biographical Affidavit

12. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

○ Yes ◉ Does not apply to me.

If yes, describe the precise nature of your relationship.

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

○ Yes ◉ Does not apply to me.

If yes, provide information relating to the matter(s).

Certification

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

Signature Misty Thornton Date 1-2-2015

Verification

State of Texas

County of Collin

On this day, 1-2-2015 (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 2 day of January, 2015.

(Notary Public) [signature] (Seal)

My commission expires 4-20-2015

WANDA LAWRENCE
Notary Public, State of Texas
My Commission Expires
April 20, 2015

Generation 20 Open-Enrollment Charter Application

Attachment G4 - Board Member Biographical Affidavit

To be completed individually by each charter school board member. All forms must be signed by hand in BLUE ink.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and school's fulfillment of its public obligations and all terms of its charter.

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Background

Full Legal Name: Pauline Logan

Home Mailing Address: 6342 E Tripp Rd Sunnyvale, TX 75182

Phone Number: 972 226-4146

E-mail Address: [redacted]

Business Name: Retired

Business Mailing Address:

Phone Number:

E-Mail Address:

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

○ Yes ◉ No, does not apply to me

If Yes, state the name of the entity: N/A

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

I have been implementing nutrition programs for students in classrooms since 1990. After many years of studying the connection of the brain and stomach. I feel we must have the right nutrition to have happy successful children and teachers. PTAA philosophy that healthier kids are more focused in classroom, portray better behavior, perform better on test & assessments, are absent less and exhibit more self-confidence motivated me to be part of the proposed PTAA charter school.

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

As a school board member I will be part of a team that will create and implement bylaws, policy, mission, goals A board member will understand and follow all government regulation for charter schools. We will be responsible for administration and staff hiring and measuring the success of each. Each member will attend and participate in open board meetings.

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

No experience with a charter school, but experience in administration of private K-3 school, preschool and teaching in public schools.

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

Along with my public school teaching experience, i have built and administered three private and preschools, and two day camps. My five children own preschools or teach in the public school system. I want to help other organizations that are in the field of educating children. I have experience in all areas of starting and running a successful school - from start to finish I know how important it is to have a mission and a plan to achieve that mission.

School Mission and Program

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

Pioneer Technology & Arts Academy's (PTAA) vision is to create academically superior graduates that are ready to face global competition. In this constant flattening world, our Texas students need proper tools, ideas and knowledge to stay above national and international graduating standards. PTAA's mission is to create a model that provides the tools, ideas and knowledge through a creative blend of student-initiated and teacher-directed approaches in which students' creativity, physical/mental health and self-confidence are fostered at every step.

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

To provide the best education for PTAA student that exceed Texas, national and international standards. With focus on science, math, technology and the arts PTAA will prepare our students for success in today's global economy. Our staff will identify the strengths of our students and also identify the needs of each student to reach their full potential.

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

A successful school will have a workable and enjoyable environment, well designed facilities, positive and opened-minded teachers, and a positive leader for the teachers that sets an example of staying with mission and guiding belief of the school.

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

A well defined mission with measurable goals will be critical in determining our school' success. PTAA will be a success by meeting our enrollment goals, increasing student academic performance, the positive development of morals. Another measure of our success will be the development of our staff with little or no turnover.

Governance

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

PTAA's board will be responsible for create a vision of achieving our Mission. We will develop policies to achieve our mission and measurable goals to determine success. We will be responsible for bylaws and following state charter guidelines. The board will be responsible for staffing and overseeing the management of the staff. We will be responsible setting and overseeing budgets.

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

We will know we are a success in our first year when enrollment projections are on track for our second year. If our students are meeting and surpassing academic standards, this will be a sign of our success. And one of the most important measurements of success will be the involvement of the community.

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

Each school year will have it's own set of goals to meet. It will be important for each year to be measured for success and changes made when needed. By the fourth year we will be a success based on everyone's hard work and dedication.

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

PTAA must have a successful launch, successful community involvement, and a dedicated and cohesive staff with a leader that understands what it takes to be a success. The board must monitor the school and understand when change is necessary, and when staying the course is appropriate.

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

By following bylaws and making the right board decision through investigation, gathering facts, and acting on the findings. It will be the boards responsibility to make sure that the decision is swift and just.

Attachment G4 - Board Member Biographical Affidavit

Disclosures

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

◉ Yes ○ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

I know Shubham Pandey who is sponsoring entity and will resign once charter is awarded. I also know Misty Thorton who has helped me in school real estate transactions in the past.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

○ Yes ◉ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

○ Yes ◉ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

○ Yes ◉ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

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

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

○ Yes ◉ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

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

○ Yes ◉ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

Attachment G4 - Board Member Biographical Affidavit

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

None.

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

None.

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

○ Yes ◉ Does not apply to me.

If yes, state the compensation you expect to receive.

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

○ Yes ◉ Does not apply to me.

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

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

○ Yes ◉ Does not apply to me.

If yes, describe the precise nature of your relationship.

Attachment G4 - Board Member Biographical Affidavit

12. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

○ Yes ◉ Does not apply to me.

If yes, describe the precise nature of your relationship.

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

○ Yes ◉ Does not apply to me.

If yes, provide information relating to the matter(s).

Certification

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

Signature Pauline Logan Date 12-31-14

Verification

State of TX

County of Dallas

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

Subscribed and sworn to before 31 day of Dec, 2014.

(Notary Public) Gloria Gonzalez (Seal)

My commission expires 6-8-16

GLORIA GONZALEZ
Notary Public
STATE OF TEXAS
My Comm. Exp. 06-08-16

Generation 20 Open-Enrollment Charter Application

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Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and school's fulfillment of its public obligations and all terms of its charter.

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Background

Full Legal Name: Ram Krishnamurthy

Home Mailing Address: 6906 La Vista Drive, Dallas, TX 75214

Phone Number: 404.406.5302

E-mail Address: [redacted]

Business Name: Gamestop Inc

Business Mailing Address: 625 Westport Parkway Grapevine, TX 76051

Phone Number: 817.722.7073

E-Mail Address: ram@gamestop.com

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

○ Yes ◉ No, does not apply to me

If Yes, state the name of the entity: N/A

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

I have always been passionate about contributing to society and specifically in the field of education. I support eVidyaloka.org which is a technology platform through which anyone with knowledge of a subject can sign up to teach kids in rural India via video conference. I have also volunteered for organizations like Habitat for Humanity and Kaboom (playgrounds for kids). The PTAA charter school provides me to continue my contribution to help improve the education system and opportunities available to young children.

Attachment G4 - Board Member Biographical Affidavit

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

A school board look out for students and when making decisions about school programs, school boards incorporate their community's view of what students should know and be able to do. School board should be accessible to the public and accountable for the performance of their schools. A school board is to ensure that students get the best education for the tax dollars spent.

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

I have an undergraduate and a Masters degree in Engineering and an MBA. I have personally experienced the values of higher education and benefited from it. I have 16+ years of industry experience spanning industrial engineering, consulting, operations and technology areas. I would love to have the opportunity to guide PTAA to ensure students have the best opportunity and are college ready and set up for success when they eventually enter the business world.

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

I will bring leadership, business experience, passion, communication and organizational skills, desire to help students and the community. I will use my business success to help build a successful school and by working with all board members to see success.

School Mission and Program

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

Pioneer Technology & Arts Academy's (PTAA) vision is to create academically superior graduates that are ready to face global competition. In this constant flattening world, our Texas students need proper tools, ideas and knowledge to stay above national and international graduating standards. PTAA's mission is to create a model that provides the tools, ideas and knowledge through a creative blend of student-initiated and teacher-directed approaches in which students' creativity, physical/mental health and self-confidence are fostered at every step.

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

PTAA will focus on math, science, liberal arts and development of a student's passion for learning. Our program will develop both the mind and the body of each student. We will develop leadership, communication skills and an understanding of community service.

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

A successful school evolves from the school's vision and strategic planning to succeed with their mission. A successful school sets goals and how those goals are reached with measurable time lines. The school make sures the school links education standards to teacher expectations and student performance.

Attachment G4 - Board Member Biographical Affidavit

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

The biggest measurement for PTAA success will come from enrollment and the community acceptance. The board will define, communicate and when necessary refine the policies that sets the course for the school. You must be able to measure your success with a designed process.

Governance

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

The board is responsible for policymaking, writing bylaws, administration management, staffing, leadership and ongoing review of school's operation. The board will review legal, financial and business matters associated with the charter school. We will determine what data is required for review to determine how the school is progressing. It is our responsibility to see that the school is being managed according to the school's charter.

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

PTAA will be a success based on meeting enrollment goals and acceptance by the community. We will also be measured by student development and student test scores. Each grade level will be measured for success and staff retention will also be an important measurement.

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

After four years PTAA will be a success if we have met most/all our goals. Public review and our own policy success will determine if we have successful stayed the course. PTAA will be viewed as a model for all charter schools if we succeed in our mission.

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

One of the most important steps a school board can make to ensure the school is successful is to make sure that each board meeting is attended and all meetings are productive. All board members must understand all bylaws and all state guidelines, and continued training will be critical. The board must develop a trusting environment to assure success with making group decisions.

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

Bring to the board the issue and following proper board policies to see that the problem is addressed and resolved. What ever the decision it must be fair and swift.

Attachment G4 - Board Member Biographical Affidavit

Disclosures

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

◉ Yes ○ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

I know Shubham Pandey who is part of the sponsoring entity but he will be resigning from board after charter is awarded.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

○ Yes ◉ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

○ Yes ◉ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

○ Yes ◉ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

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

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

○ Yes ◉ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

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

○ Yes ◉ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

Attachment G4 - Board Member Biographical Affidavit

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

None.

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

None.

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

○ Yes ◉ Does not apply to me.

If yes, state the compensation you expect to receive.

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

○ Yes ◉ Does not apply to me.

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

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

○ Yes ◉ Does not apply to me.

If yes, describe the precise nature of your relationship.

Attachment G4 - Board Member Biographical Affidavit

12. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

○ Yes ◉ Does not apply to me.

If yes, describe the precise nature of your relationship.

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

○ Yes ◉ Does not apply to me.

If yes, provide information relating to the matter(s).

Certification

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

Signature _____ Date DEC 30, 2014

Verification

State of TEXAS

County of TARRANT

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

Subscribed and sworn to before 30TH day of DECEMBER, 2014.

(Notary Public) _____ (Seal)

My commission expires DECEMBER 02, 2017

MELANIE S. ORR
Notary Public, State of Texas
My Commission Expires
December 02, 2017

Generation 20 Open-Enrollment Charter Application

Attachment G4 - Board Member Biographical Affidavit

To be completed individually by each charter school board member. All forms must be signed by hand in BLUE ink.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and school's fulfillment of its public obligations and all terms of its charter.

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Background

Full Legal Name: Regina Rivera

Home Mailing Address: 6508 Azalea Lane Dallas, TX 75230

Phone Number: (214) 499-4830 Cell

E-mail Address: [redacted]

Business Name:

Business Mailing Address:

Phone Number:

E-Mail Address:

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

○ Yes ◉ No, does not apply to me

If Yes, state the name of the entity: N/A

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

[redacted] wife and doctor I am interested in the education of all children and improving the opportunities for future productive adults. As a member of PTAA's board I will have the opportunity to give back to the community and also to help me grow as member of our society.

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

To work with other board members in making business decisions for PTAA while meeting academic priorities. The board will have regular review of metrics to understand operational and financial performance as well as academics performance.

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

I have never served on any board previously. I believe I have good analytical skills that will benefit the board. I work well with others in organizing and implementing solutions to tasks and to problems. I can provide valuable input to all issues in creating a successful launch and operation of a charter school.

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

See # 3 In addition to analytical skills I have leadership and collaborative skills to help move the board forward. I am the current scribe medical director of my emergency medical group.

School Mission and Program

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

PTAA's mission is to create a school that is regarded for it's academic excellence and a school where members serve and improve the community. Our vision is to create academically superior graduates who are ready to meet the challenge of global competition, with focus on science, math, technology and the arts.

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

PTAA will focus on math, science, technology, liberal arts and engineering. PTAA will develop both mental and physical skills of our students as well as developing a thrust for knowledge.

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

Characteristics of a successful effective and dedicated school will have student success, community support, government support and an excellent staff and administrators. PTAA will have students that are excited to learn the knowledge and skills needed in life.

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

School will succeed in it mission when PTAA students' perform above academic standards and thrive academically in the school's environment. PTAA students will have positive morals and an understanding of community service. Success will also be judged by meeting of enrollment goals and a positive view from our community.

Governance

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

PTAA board will be responsible for bylaws, state regulations and guidelines, staffing, oversee budgets and review of all data that determines progress and success. The board will also be responsible for leadership and guiding the direction of our school. The board will work with the community in making sure they understand the role of PTAA in the community.

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

We will be successful our first year if students are meeting and surpassing academic standards, enrollment projections are on track for second year and teacher and administration retention is high. We will also have a positive role in the community and community support.

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

Each and every year will have attainable goals and if each year we reach our goals we will know we are a success. If we are not reaching our goals it is important for the board to determine why and to make the necessary changes to reach future goals.

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

By following our Mission we will have a school that provides a positive learning experience for all students, we will have energetic and dynamic leadership and successful parent and community involvement. The hiring of the right administrators and the right teachers with an understanding of our vision, will be critical for our success.

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

The board would follow our bylaws that provide for a democratic process for the accused and a swift and just resolution to the issue. It's important the the accused has a fair and honest decision.

Generation 20 Open-Enrollment Charter Application

Attachment G4 - Board Member Biographical Affidavit

Disclosures

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

○ Yes ◉ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

I know board member Shubham Pandey who is also the sponsoring entity. He will be resigning from the board after the charter is awarded.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

○ Yes ◉ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

○ Yes ◉ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

○ Yes ◉ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

?

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

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

○ Yes ◉ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

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

○ Yes ◉ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

Attachment G4 - Board Member Biographical Affidavit

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

Questcare PA
QRX Medical Management

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

None.

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

○ Yes ◉ Does not apply to me.

If yes, state the compensation you expect to receive.

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

○ Yes ◉ Does not apply to me.

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

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

○ Yes ◉ Does not apply to me.

If yes, describe the precise nature of your relationship.

Attachment G4 - Board Member Biographical Affidavit

12. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

○ Yes ◉ Does not apply to me.

If yes, describe the precise nature of your relationship.

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

○ Yes ◉ Does not apply to me.

If yes, provide information relating to the matter(s).

Certification

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

Signature _____ Date 1/2/15

Verification

State of Texas

County of Collin

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

Subscribed and sworn to before second day of January, 2015.

(Notary Public) Linda A. Hillman (Seal)

My commission expires April 5, 2015

LINDA A. HILLMAN
MY COMMISSION EXPIRES
April 5, 2015

Generation 20 Open-Enrollment Charter Application

Attachment G4 - Board Member Biographical Affidavit

To be completed individually by each charter school board member. All forms must be signed by hand in BLUE ink.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and school's fulfillment of its public obligations and all terms of its charter.

Name of proposed charter school:	Pioneer Technology & Arts Academy
Name of sponsoring entity:	Meadow Oaks Education Foundation

Background

Full Legal Name:	Shubham Pandey
Home Mailing Address:	4532 Livingston Ave, Dallas TX 75205
Phone Number:	9528088103
E-mail Address:	shuhbham@ptaaschool.org
Business Name:	Pioneer Technology & Arts Academy
Business Mailing Address:	1412 S Belt Line Rd Mesquite TX 75149
Phone Number:	9722856895 X 222
E-Mail Address:	shubham@ptaaschool.org

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

○ Yes ◉ No, does not apply to me

If Yes, state the name of the entity:

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

My motivation to serve on the board began with the vision of creating PTAA, a college prep middle and high school charter where the graduates will be ready to meet the challenges of global competition. Having run successful private elementary schools and worked earlier as a business consultant in fortune 500 corporations, the opportunity to support a high quality school of choice for middle and high school students by drawing my education and consulting experience motivated me to be part of the board in initial stage of charter process.

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

Charter school board member is responsible for governance and fiscal oversight of the entire charter. Board member is also responsible to make sure Pioneer Technology & Arts Academy is fulfilling its goals and are following the terms according to its charter. The public funds given to the school are being used in a most effective and efficient manner and make most effective impact on enrolled students education.

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

Having run a successful and financially stable elementary schools for several years is the biggest reason I believe my role is relevant in serving on the charter school board.

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

My areas of knowledge and experience include : Classroom Technologies , Individualized Curriculum , Operational & Financial Management, Student Assessment Tools and HR Management

School Mission and Program

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

The PTAA Charter School is a college prep middle school and high school. PTAA graduates will be ready to meet the challenges of global competition. PTAA wants to create classrooms that foster students' creativity, physical/ mental health and boost self confidence.

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

The school's proposed educational program is focused on using STEM (Science, Technology, Engineering and Math) with emphasis on IT, Robotics and Computer Science programs. PTAA will have a perfect blend of Technology and Liberal Arts Fusion. Its Foreign Exchange Programs along with Multilingual Classrooms will expose, challenge and mentor our students with their foreign peers in the fastest growing economies.

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

A successful school is one that meets the community's needs and creates a mission to individually meet the requirements of every student in the community. A successful school ensures that students masters the academic basics and close any learning gaps. Successful schools classrooms fuel Creativity in the classroom with divergent thinking and infuse creativity in all aspects of education. Success is also measure through enrollment and a waiting list within the first five years of school will also be the criteria to measure success.

Attachment G4 - Board Member Biographical Affidavit

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

PTAA will have succeeded in its mission when our students continually perform above state and national standards and not only excel in high school but are succeed in their college pursuit.

Governance

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

PTAA's board will be responsible for legal, financial and accountability as described in Texas educational codes. The board will hold meetings in accordance with TOMA and approve the annual budget. The board will ensure that internal controls are in place to respect financial matters.

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

Financial viability in first year is extremely important in addition to student achievement success. Teacher retention, higher state recognized achievement measures and a balanced budget will demonstrate financial success of first year of operation.

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

PTAA will measure success by increased student achievement, higher assessment scores, high teachers' retention rate, financial viability, community support and proof of growth through student enrollment. When students are not only accepted to the college of their choice but are graduating with their chosen degree.

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

In addition to adopting and developing policies that are required to run a successful charter school, the board should also meet at regular intervals to ensure students are achieving the education standards that are set forth by the charter. The board needs to participate in TEA annual training to ensure that they are meeting and achieving all the requirement that are set by TEA and to comprehend any changes that are being made. The board should ask the superintendent to report the status of education and financial programs regularly.

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

A proper code of ethics will be adopted and implemented by the board and all unethical behavior will be addressed by the board's policy.

Attachment G4 - Board Member Biographical Affidavit

Disclosures

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

◉ Yes ○ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

I put the diversified board members together and I will be resigning after the charter is awarded.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

◉ Yes ○ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

Ms. Betty Hasting works as an administrator and 2nd grade teacher in the school where I am an Executive Administrator. I have known her for 4 years.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

◉ Yes ○ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

I would be available as a curriculum and robotics program consultant after charter is awarded. I will be resigning from the board after charter is awarded.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

○ Yes ◉ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

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

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

○ Yes ◉ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

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

○ Yes ◉ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

Attachment G4 - Board Member Biographical Affidavit

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

PNC Partners LTD, Meadow Oaks Academy INC, Stonebrook Learning INC, Holly Hill Day school inc, Challenge Exchange Inc

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

None

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

◉ Yes ○ Does not apply to me.

If yes, state the compensation you expect to receive.

Compensation is not finalized yet.

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

◉ Yes ○ Does not apply to me.

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

Compensation for curriculum and/or robotics is not finalized yet.

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

○ Yes ◉ Does not apply to me.

If yes, describe the precise nature of your relationship.

Attachment G4 - Board Member Biographical Affidavit

12. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

○ Yes ◉ Does not apply to me.

If yes, describe the precise nature of your relationship.

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

○ Yes ◉ Does not apply to me.

If yes, provide information relating to the matter(s).

Certification

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

Signature _____ Date 12/31/14

Verification

State of TX

County of Dallas

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

Subscribed and sworn to before 31 day of Dec, 2014.

(Notary Public) _____ (Seal)

My commission expires 6-8-16

GLORIA GONZALEZ
Notary Public
STATE OF TEXAS
My Comm. Exp. 06-08-16

Attachment G5

Code of Ethics and Conflict of Interest Policy

Meadow Oaks Education Foundation
Conflict of Interest Policy

Article I

Purpose

The purpose of the conflict of interest policy is to protect Meadow Oaks Education Foundation's (the "Organization") interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II

Definitions

Interested Person
Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

Financial Interest
A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

a. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,
b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III

Procedures

1. Duty to Disclose
In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all

material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists
After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest
a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy
a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV

Records of Proceedings
The minutes of the governing board and all committees with board delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the

financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, 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.

Article V

Compensation
a. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI

Annual Statements
Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

a. Has received a copy of the conflicts of interest policy,
b. Has read and understands the policy,
c. Has agreed to comply with the policy, and
d. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII

Periodic Reviews
To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.

b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII

Use of Outside Experts
When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

As approved by Unanimous Written Consent of the Board of Directors dated March 26, 2014, pursuant to the BOC.

MEADOW OAKS EDUCATION FOUNDATION

By: _____
Shubham Pandey, Director

UNANIMOUS WRITTEN CONSENT OF DIRECTORS IN LIEU OF MEETING OF THE BOARD OF DIRECTORS OF MEADOW OAKS EDUCATION FOUNDATION
March 26, 2014

Pursuant to Section 22.220 of the Texas Business Organizations Code (the "TBOC"), the undersigned, being the Directors of **Meadow Oaks Education Foundation** a Texas non-profit corporation (the "Corporation"), and in lieu of a meeting of the Board of Directors, the call of which is hereby expressly waived, do hereby consent to the adoption of the following resolutions:

I. CERTIFICATE OF FORMATION

RESOLVED, that the form, terms and provisions of the Certificate of Formation of the Corporation filed in the office of the Secretary of State of Texas, is hereby in all respects approved, and the Secretary is hereby instructed to file in the Corporation's minute book the Corporation's Certificate of Filing, together with the duly certified duplicate original Certificate of Formation.

II. BYLAWS

RESOLVED, that the Bylaws appearing in that certain document entitled "Bylaws of Meadow Oaks Education Foundation" are hereby adopted as the Bylaws of this Corporation.

RESOLVED FURTHER, that the Secretary of the Corporation is authorized and directed to certify a copy of such Bylaws and maintain them in the principal office of the Corporation for the transaction of its business, open for inspection by the directors at all reasonable times during office hours, and that in certifying such Bylaws, the Secretary shall state in his certificate that the Bylaws were adopted by the unanimous written consent of the directors without a meeting as authorized by the TBOC.

III. CONFLICT OF INTEREST POLICY

RESOLVED, that the certain document entitled "Meadow Oaks Education Foundation Conflict of Interest Policy" is hereby adopted as the policy of this Corporation.

This Consent may be executed in one or more counterparts, all of which together constitute the same instrument.

{Directors' Signature Page Follows}

MEADOW OAKS EDUCATION FOUNDATION

Shubham Pandey, Director

Deependra Chhabra, Director

Neelam Khullar, Director

ETHICS, CONFLICTS OF INTEREST, & NEPOTISM POLICY
MEADOW OAKS EDUCATION FOUNDATION
DBA PIONEER TECHNOLOGY & ARTS ACADEMY.

Preamble

This Policy is adopted by the Board of Directors (collectively, the "Board" or the "Directors" and individually a "Director") of Meadow Oaks Education Foundation (the "Corporation"). The Board is committed to maintaining the highest legal and ethical standards in the conduct of the business of the Corporation, and to protecting the integrity and reputation of the Corporation, the Board and all the employees, volunteers and programs of the Corporation.

Under established principles of law and sound business ethics, the Directors and Officers (as defined below) of the Corporation are responsible for exercising their duties honestly, in good faith, and with a high standard of diligence and care. Accordingly, the Directors and Officers have an obligation to keep the welfare of the Corporation at all times paramount in order to ensure that they 1) do not compromise their independence of judgment, 2) preserve confidence and trust in the organization and the Board, and 3) protect and fulfill the mission of the Corporation. Every Director and Officer of the Corporation has a duty of loyalty to the Corporation. Therefore, activities and financial interests must be arranged so as not to interfere with the primacy of that commitment. This Policy will assist Directors and Officers as they identify actual or potential conflicts of interest and will provide the Board with a procedure to address any conflicts. This Policy is intended to supplement but not replace any applicable federal, state or local laws governing conflicts of interest applicable to charter schools and charitable organizations.

I. Ethical Principles

A. Personal and Professional Integrity. Directors and Officers, as well as employees, volunteers, and advisors of the Corporation, must conduct themselves in an honest and ethical manner, including the ethical handling of actual or apparent conflicts of interest, as set forth below.

B. Financial Stewardship. The Corporation manages its funds responsibly and prudently. It oversees the funds entrusted to it consistent with state and federal law and consistent with donor intent to support the purpose and mission of the Corporation and the students and community in which it operates. It ensures that all spending practices and policies are reasonable and appropriate and all financial reports are factually accurate and complete in all material respects. As a tax-exempt public charity, the Corporation uses and expends its funds in a manner that advances the charitable and educational mission and objectives of the Corporation and not the private interests of Directors or Officers.

C. Public Accountability. The Corporation provides comprehensive and timely information in accordance with applicable state and federal law and is responsive to reasonable requests for information about its activities. Basic informational data about the Corporation such as the IRS

Form 990, audited financial statements and Annual Financial and Compliance Report shall be made available to the public in accordance with applicable state and federal law.

D. Accuracy and Retention of Records. The Corporation will create and maintain records that satisfy operational and legal requirements including federal, state and local laws.

E. Political Activities. As a 501(c)(3) tax-exempt public charity, the Corporation is prohibited from engaging in political activities and its tax-exempt status is in part dependent upon whether it conducts political activities. Anyone serving as a Director, Officer, employee, volunteer, vendor or contractor must not use their relationship with the Corporation to promote or oppose candidates or parties or to create the appearance that the Corporation endorses or opposes a candidate or party for elected office.

F. Endorsements and Use of the Corporate Name and Affiliation. The Corporation's name, logo, letterhead or other intellectual property may not be used by any person to endorse or gain support for a cause without prior authorization in writing from the Corporation's Board.

G. Questions, Concerns or Reports of Violations. Questions or concerns should be directed to one or more of the following: the Chairman of the Board of Directors or the Chief Executive Officer. If a Director, Officer, employee, volunteer or contractor believes a colleague is violating the obligations or expectations of this Policy, or is otherwise acting in an illegal or unethical manner, it is his/her duty to report it. Doing so is not an act of disloyalty, but of loyalty to the Corporation and the principles that it intends to uphold and the type of community it seeks to foster. A report also safeguards the reputation and assets of the Corporation, and can safeguard an individual from criminal, civil or disciplinary action for failure to report a crime or ethical lapse.

H. Staff Obligations. In addition to this Policy, staff members shall also be obliged to conduct themselves in accordance with, among other things, the employee policies of the Corporation.

II. Conflicts of Interest

A. Statement on State Law. The Corporation and its Officers and Directors shall comply with state law governing conflicts of interest among charter school and charter holder board members and officers, as described in Chapter 12 of the Texas Education Code and 19 T.A.C. §§ 100.1131 - 100.1135, including but not limited to the following:

i. Employees Serving on the Board.

(1) A member of the governing body of a charter holder, a member of the governing body of a charter school, and an officer of a charter school shall comply with Local Government Code, Chapter 171, in the manner provided by the conflict of interest provisions described in 19 T.A.C. §§100.1131 - 100.1135.

(2) Except as otherwise provided by Texas law, a person who receives "compensation or remuneration" (as defined by law) from a nonprofit corporation holding an open-

enrollment charter may not serve on the governing body of the charter holder.

ii. Conflicts Requiring an Affidavit and Abstention from Voting. The following circumstances shall be deemed a Conflict of Interest (as defined below) and the Director or Officer shall, in addition to the procedures set forth in Section C, take action as described below:

(1) If a Director or Officer has a substantial interest in a business entity or in real property, the official shall file, before a vote, decision, or other action on any matter involving the business entity or the real property, an affidavit stating the nature and extent of the interest (Exhibit A, attached) and shall abstain from further participation in the matter if:

(a) In the case of a substantial interest in a business entity, the vote, decision, or other action on the matter will have a special economic effect on the business entity that is distinguishable from the effect on the public; or

(b) In the case of a substantial interest in real property, it is reasonably foreseeable that a vote, decision, or other action on the matter will have a special economic effect on the value of the property, distinguishable from its effect on the public.

(2) The affidavit described above (Exhibit A) must be filed with the official record keeper of the charter holder. For the Corporation, the affidavit should be filed with the Board Secretary.

(3) If a Director or Officer is required to file and does file an affidavit as required above, the Director or Officer is not required to abstain from further participation in the matter requiring the affidavit if:

(a) The Director or Officer is a member of the governing body of the charter holder or the charter school, and

(b) A majority of the members of the governing body of which the Director or Officer is a member is composed of persons who are likewise required to file and who do file affidavits of similar interests on the same official action.

iii. Separate Vote on Budget Item. The Board of Directors shall take a separate vote on any budget item specifically dedicated to a contract with a business entity in which a member of the governing body of the charter holder has a substantial interest. Abstention is required except as provided above and in 19 T.A.C. § 100.1133(c), otherwise the affected Director may not participate in that separate vote. The affected Director may vote on a final budget if: (a) the affected Director has complied with this chapter; and (b) the matter in which the affected Director is concerned has been resolved.

iv. Conflict Disclosure Statement. For purposes of Local Government Code chapter 176, a local government officer includes the Corporation's Superintendent/CEO and Directors of the

Board. The law proscribes that local government officers shall file the required conflicts disclosure statement (Exhibit B, attached), as adopted by the Texas Ethics Commission, with respect to an applicable vendor if the vendor enters into a contract with the Corporation or if the Corporation is considering entering into a contract with the vendor, and the vendor:

(1) Has an employment or other business relationship with the local government officer or a family member of the officer that results in the officer or family member receiving taxable income, other than investment income, that exceeds $2,500 during the 12-month period preceding the date that the officer becomes aware that a contract has been executed or the Corporation is considering entering into a contract with the person; or

(2) Has given to the local government officer or a family member of the officer one or more gifts that have an aggregate value of more than $250 in the 12-month period preceding the date the officer becomes aware that such a contract has been executed or the Corporation is considering entering into a contract with the vendor.

A local government officer is not required to file a conflicts disclosure statement in relation to a gift accepted by the officer or a family member of the officer if the gift is:

- Given by a family member of the person accepting the gift;
- A political contribution as defined by Title 15, Election Code; or
- Food, lodging, transportation, or entertainment accepted as a guest.

A local government officer shall file the conflicts disclosure statement (Exhibit B) with the records administrator (Superintendent/CEO or designee) of the Corporation not later than 5:00 p.m. on the seventh business day after the date on which the officer becomes aware of the facts that require the filing of the statement.

A local government officer commits a Class C misdemeanor if the officer knowingly violates this law. It is an exception to the application of the penalty that the local government officer filed the required conflicts disclosure statement not later than the seventh business day after receiving notice from the Corporation of the alleged violation.

The Corporation must also provide access on its website to the conflicts disclosure statements and questionnaires (from vendors) required to be filed with the records administrator.

B. Statement on Federal Law. In addition to state laws described herein, the Corporation and its Officers and Directors shall comply with the federal regulations regarding private benefit and excess benefit transactions as described in Section §4958 of the Internal Revenue Code and 26 CFR 53.4958 (the "federal tax rules") when it is contemplating entering into a transaction or arrangement that might benefit the private interest of a Director or Officer or other individual deemed to be a disqualified person under the federal tax rules. A "disqualified person" includes Directors and Officers and any person who is in a position to exercise substantial influence over the affairs of the organization. A "disqualified person" includes Family (as defined below) of the disqualified person. For compliance purpose, where state and federal regulations concerning conflicts of interest vary, the Corporation and its Officer and Directors shall comply with the most restrictive requirement.

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

(1) A person has an "Interest" if the person has, directly or indirectly, through business, investment, or Family:

(a) an ownership or investment interest, directly or indirectly, in any entity with which the Corporation has a transaction or arrangement,

(b) a compensation arrangement with the Corporation or with any entity or individual with which the School has a transaction or arrangement, or

(c) a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the School is negotiating a transaction or arrangement.

(2) "Compensation" is defined to include direct and indirect remuneration as well as gifts or favors that are not insubstantial.

(3) A person has an "Interest" if the person has a substantial interest in a business entity or a substantial interest in real property as described in Section II.A(ii) above.

ii. Interested Person with Conflict of Interest. An Interested Person shall have a Conflict of Interest (as defined below) only if the Board or the appropriate committee determines that a Conflict of Interest exists in accordance with the procedures set forth below.

C. Conflict of Interest Procedures

i. Duty of Prior Disclosure. In connection with any actual or potential conflict of interest, an Interested Person shall disclose the existence of the Interest in writing to the Board as soon as he or she has knowledge of it and the Board shall give such Interested Person the opportunity to disclose all material facts related thereto to the Board or designated committee considering the proposed transaction or arrangement. Such written disclosure shall be made part of and set forth in the Board minutes. In any event, the disclosure of any actual or potential conflict of interest by an Interested Person should occur prior to any consideration of the proposed transaction by the Board.

(1) Transaction Not Subject to Board Action. An Interested Person with any actual or potential conflict of interest with respect to a transaction or arrangement that is not the subject of Board action shall disclose to the Chief Executive Officer/Superintendent or designee. Such disclosure shall be made as soon as the Interest is known to the Interested Person.

(2) Untimely Disclosure. If an Interested Person fails to disclose the Interest before the Board acts on a transaction as to which a Director has an Interest, then the Interested Person shall promptly submit a written statement to the Board setting forth all material

facts regarding the Interest, along with an explanation concerning the untimely nature of the notice.

(3) Failure to Disclose. If the Board has reasonable cause to believe that an Interested Person failed to disclose an Interest, the Board shall inform the Interested Person of the basis for such belief and afford the Interested Person an opportunity to explain the alleged failure to disclose. After hearing the Interested Person's explanation and conducting such investigation as may be warranted under the circumstances, the Board may determine that the Interested Person failed to disclose an actual Conflict of Interest. In such event, the Board shall vote on the appropriate corrective action.

ii. Determining Whether a Conflict of Interest Exists. After disclosure of the Interest and all material facts related thereto, the Interested Person shall leave the meeting of the Board or designated committee while a determination is made by disinterested Directors as to whether a conflict of interest ("Conflict of Interest") exists. No Director shall vote on any matter in which he or she has a Conflict of Interest.

iii. Vote by Disinterested Directors

(1) Nonparticipation of Directors with Conflict. A Director who has a Conflict of Interest shall neither vote nor participate in, nor be permitted to hear the Board's discussion of the matter, except to disclose material facts and to respond to questions. Such Director shall not attempt to exert his or her influence with respect to the matter, either before, during or outside of the Board meeting.

(2) Action by Disinterested Directors. If the Board concludes that a Conflict of Interest exists, the Board shall determine by voting whether the transaction should be authorized, approved or ratified. The vote shall be conducted as follows:

(a) Except as otherwise permitted by law, Directors with a Conflict of Interest shall leave the room in which the meeting is conducted.

(b) Except as otherwise allowed by law and as set forth in Section A(ii)(3), a majority of the disinterested Directors, without regard to any quorum requirement, must vote affirmatively for the transaction to be authorized, approved or ratified. However, a transaction cannot be authorized, approved or ratified by a single Director.

(3) Vote Not Disallowed by Presence of Directors with a Conflict. The presence of, or a vote cast by, a Director with a Conflict of Interest in a transaction does not affect the validity of a vote regarding the transaction if the transaction is otherwise authorized, approved or ratified as prescribed herein.

(4) **Circumstances in which Comparability Data is Necessary**. If the transaction involves compensation for services of a Director, an Officer, or other individual deemed to be a disqualified person (as defined above) under the federal tax rules, or if the

transaction involves the transfer of property or other benefit to a Director, Officer, or other individual deemed to be a disqualified person under the federal tax rules, the disinterested Directors or committee must determine that the value of the economic benefit provided by the Corporation to the Interested Person or persons does not exceed the value of the consideration received in exchange by obtaining and reviewing appropriate comparable data ("Comparability Data").

(a) When considering the comparability of compensation for example, the relevant data which the Board or committee may consider includes, but is not limited to, the following: (1) compensation levels paid by similarly situated schools; (2) the availability of similar services within the same geographic area; (3) current compensation surveys compiled by independent firms; and (4) written offers from similar institutions competing for the same person's services, size of school, individual's education, prior salary history, job duties actually performed, and what a typical person with similar skills, experience, and job duties would earn. When the transaction involves the transfer of real property as compensation, the relevant factors include, but are not limited to, (1) current independent appraisals of the property and (2) offers received in a competitive bidding process.

(b) Based on the Comparability Data, the Board or committee shall determine by a majority vote of the disinterested Directors or committee members whether the transaction or arrangement is fair and reasonable to the Corporation. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

(c) If such transaction or arrangement is approved by the Board or committee, the Comparability Data and the approval shall be made part of the Board minutes in accordance with Section (iv) below.

iv. Documentation. The Board Secretary shall keep accurate minutes reporting:

(1) Interest Disclosed; Determination of Conflict of Interest. That the Interested Person(s) disclosed the Interest and the Board determined whether a Conflict of Interest exists. The minutes should include:

(a) The name(s) of the person(s) who disclosed or otherwise were found to have an Interest in connection with an actual or possible conflict of interest, the nature of the Interest, any action taken to determine whether a Conflict of Interest was present, and the Board's or committee's decision as to whether a Conflict of Interest in fact existed.

(b) The names of the persons who were present for discussions and votes relating to the Conflict of Interest, the content of the discussion including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

(2) **Nonparticipation of Directors with Conflict.** That the Director or Directors with an Interest or a Conflict of Interest left the room and did not participate in the determination of whether a Conflict of Interest exists or the vote regarding the transaction or arrangement;

(3) **Comparability Data.** The Comparability Data considered and relied upon by the Board in its consideration of the transaction or arrangement; and

(4) **Vote of Disinterested Directors.** That the remaining disinterested Directors reviewed the Transaction and voted upon it, and the result of their vote.

D. Compensation. A Director who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that Director's compensation.

i. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.

ii. No voting member of the Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

iii. Except with respect to Board decisions regarding a bona fide class or category of employees pursuant to Local Government Code 573.062(b), a voting member of the Board or any committee whose jurisdiction includes compensation matters is precluded from voting on personnel matters (including matters related to compensation) concerning a person related within the third degree by consanguinity or within the second degree by affinity (as defined below and as specified by Section 573.002 of the Local Government Code).

E. Definitions. The following terms shall have the following meaning:

i. Director or Officer. A member of the governing body of a charter holder, a member of the governing body of a charter school, or an officer of a charter school. An officer means a person charged with the duties of, or acting as, a chief executive officer, a central administration officer, a campus administration officer, or a business manager, regardless of whether the person is an employee or contractor of a charter holder, charter school, management company, or any other person; or a volunteer working under the direction of a charter holder, charter school, or management company. A charter holder employee or independent contractor engaged solely in non-charter activities for the charter holder is not an "officer of a charter school." 19 TAC 100.1.011(16).

ii. Business entity. A sole proprietorship, partnership, firm, corporation, holding company, joint-stock company, receivership, trust, agency, political subdivision, or any other entity recognized by law.

iii. Substantial interest in business entity. A person has a substantial interest in a business entity if: (1) the person owns 10% or more of the voting stock or shares of the business entity or owns either 10% or more or $15,000 or more of the fair market value of the business entity; or (2) funds received by the person from the business entity exceed 10% of the person's gross income for the previous year.

iv. Substantial interest in real estate. A person has a substantial interest in real estate if the interest is an equitable or legal ownership with a fair market value of $2,500 or more.

v. Substantial interest through a relative or family member. A Director or Officer is considered to have a substantial interest under this section if a person related to the Director or Officer within the third degree by consanguinity or the second degree by affinity, (as defined below) has a substantial interest under this section.

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

III. Nepotism

A. Nepotism Prohibited. A Director may not hire, select, appoint, confirm the appointment of, or vote for the hiring, selection, appointment, or confirmation of an individual that is to be directly or indirectly compensated from public funds or fees of office, if:

i. The person is related to the Director by consanguinity (blood) within the third degree or by affinity (marriage) within the second degree (as defined below); or

ii. The Director holds the appointment or confirmation authority as a member of a local board and the person is related to another member of the board by blood or marriage within a prohibited degree. *Local Gov't Code 573.002, 573.041.*

B. Independent Contractors. The nepotism law governs the hiring of an individual, whether the individual is hired as an employee or as an independent contractor.

C. 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. *Local Gov't Code 573.083;*19 T.A.C. § 100.1116.

D. Relation by Consanguinity. Two persons are related to each other by consanguinity (blood) if one is a descendant of the other or if they share a common ancestor. An adopted child is considered to be a child of the adoptive parents for this purpose. *Local Gov't Code 573.022.*

E. Third Degree of Consanguinity. An individual's relatives within the third degree by consanguinity are the individual's:

i. Parent or child (first degree);
ii. Brother, sister, grandparent, or grandchild (second degree); and
iii. Great-grandparent, great-grandchild, aunt or uncle (who is asibling of a parent of the person), nephew or niece (who is achild of a brother or sister of the person) (third degree). *Local Gov't Code 573.023.*

Note: There is no distinction under the nepotism statute between half-blood and full-blood relations. Thus, half-blood relationships fallwithin the same degree as those of the full blood.

F. Relation by Affinity. Two persons are related to each other by affinity (marriage) if they are married to each other or if the spouse of one of the persons is related by consanguinity to the other person. The ending of a marriage by divorce or the death of a spouse ends relationships by affinity created by that marriage unless a child of the marriage is living, in which case the marriage is considered to continue as long as a child of that marriage lives. This provision applies to a Board member or Officer only until the youngest child of the marriage reaches the age of 21 years. *Local Gov't Code 573.024.*

G. First Degree of Affinity. A husband and wife are related to each other in the first degree by affinity. For other relationships, the degree of affinity is the same as the degree of the underlying relationship by consanguinity. For example, if two persons are related to each other in the second degree by consanguinity, the spouse of one of the persons is related to the other person in the second degree by affinity.

H. Second Degree of Affinity. A person's relatives within the second degree by affinity are:
i. The person's spouse;
ii. Anyone related by consanguinity to the person's spouse within the first or second degree; and
iii. The spouse of anyone related to the person by consanguinity within the first or second degree. *Local Gov't Code 573.025.*

I. Existing Employees/Continuous Employment. The nepotism prohibitions do not apply to the appointment of a person to a position if the person is employed in the position immediately before the election or appointment of the Director or Officer to whom the person is related in a prohibited degree and that prior employment is continuous for at least:

i. Thirty days, if the Director or Officer is appointed; or
ii. Six months, if the Director or Officer is elected. *Local Gov't Code 573.062(a).*

J. Retired Teachers. A teacher who has retired from a full-time, certified teacher position has broken his or her employment with the Corporation and does not qualify for the continuous-employment exception to the nepotism laws. *Atty. Gen. Op. JC-442 (2001).*

K. Continuous Employment Exception. For purposes of calculating the appropriate date for the applicability of the continuous-employment exception, a superintendent with final authority to select personnel is an appointed Director or Officer. *Atty. Gen. Op. GA-177 (2004).* If an employee continues in a position under this exception, the Director or Officer to whom the employee is related in a prohibited degree may not participate in any deliberation or voting on the appointment, reappointment, employment, reemployment, change in status, compensation, or dismissal of the employee, if the action applies only to the employee and is not taken regarding a bona fide class or category of employees. *Local Gov't Code 573.062(b).* A "change in status" includes a reassignment within an organization, whether or not a change in salary level accompanies the reassignment. *Atty. Gen. Op. JC-193 (2000).* For an action to be "taken with respect to a bona fide category of employees," the officeholder's action must be based on objective criteria, which do not allow for the preference or discretion of the officeholder. *Atty. Gen. Op. DM-46 (1991).* The nepotism prohibitions do not apply to appointment or employment of a substitute teacher. *Local Gov't Code 573.061.*

L. Trading Prohibited. 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:

> **i.** The person is related to another Director or Officer within the prohibited degree; and
> **ii.** 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. *Local Gov't Code 573.044.*

M. 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).*

N. Enforcement of Nepotism Prohibitions. In accordance with state law, a Director of Officer who violates the nepotism regulations shall be removed from office by the Board of Directors of the Corporation. A failure to thus remove is a material charter violation.

> **i.** Removal must be in accordance with the Articles and Bylaws of the Corporation and in accordance with the terms of the charter and other state and federal law.
>
> **ii.** A Director or Officer violating the nepotism laws may also be removed by the Attorney General and may be subject to criminal and other penalties.

IV. Confidentiality

A. No Improper Disclosure. A Director and Officer shall exercise care not to disclose Confidential Information. Confidential Information is information deemed confidential by law, and any information not generally known or publicly available or that the Corporation maintains

as confidential, proprietary, restricted, or otherwise as not to be disclosed generally and any information that the Board or the Corporation otherwise determines or deems as Confidential Information.

B. No Use of Information for Personal Benefit. A Director shall not use the Corporation's property, Confidential Information or the status of his or her position to solicit business for others or in any other manner obtain a private financial, social or political benefit.

V. Disclosure and Annual Review

A. 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 attached hereto.

B. Periodic Review. To ensure that the Corporation operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects: (a) whether compensation arrangements and benefits are reasonable based on competent survey information, and are the result of arm's length bargaining; (b) whether partnerships, joint ventures, and arrangements with management organizations conform to the Corporation'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.

C. 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 to the extent permitted by law.

As approved by Unanimous Consent of the Board of Directors December 30, 2014.

Adopted the _____ day of _____, 2014

_____ _____

_____ _____

_____ _____

Annual Statement of Disclosure and Compliance

Name: _____

Position: _____

☐ Please describe below any relationships, positions, or circumstances in which you are involved that you believe could be considered an Interest or that might be perceived as an actual or possible Conflict of Interest as defined in the Corporation's Ethics, Conflict of Interest and Nepotism Policy. Please also describe any familial relationships that would qualify as relationships within the prohibited degree as defined in the Corporation's Ethics, Conflict of Interest and Nepotism Policy.

_____

_____

_____

_____

_____

☐ I am involved in no activity, relationship, position or circumstance that could be considered an Interest or might be perceived as an actual or possible Conflict of Interest as defined in the Corporation's Ethics, Conflict of Interest and Nepotism Policy. I do not have any familial relationships that would qualify as relationships within the prohibited degree as defined in the Corporation's Ethics, Conflict of Interest, and Nepotism Policy.

I hereby certify that the information as set forth above is true and complete to the best of my knowledge. I have reviewed and agree to abide by the Ethics, Conflict of Interest and Nepotism Policy of the Corporation that is currently in effect.

Signature: _____

Date:_____

The following pages contain forms that may be used for compliance with disclosure requirements discussed above.

Exhibit A: Affidavit Disclosing Substantial Interest in a Business Entity or Real Property, as defined in Local Government Code 171.002 and Affidavit of Abstention — 2 pages

Exhibit B: ADDITIONAL DISCLOSURE: The conflicts disclosure statement required of members of the Board and the Superintendent by Local Government Code 176.003–.004 is attached and available on the Texas Ethics Commission Web site at: http://www.ethics.state.tx.us/whatsnew/conflict_forms.htm

EXHIBIT A

AFFIDAVIT DISCLOSING SUBSTANTIAL INTEREST
IN A BUSINESS ENTITY OR REAL PROPERTY
& AFFIDAVIT OF ABSTENTION

STATE OF TEXAS
COUNTY OF [_____]

I, _____ *(name)*, as a local public official of [Corporation], make this affidavit and hereby on oath state the following: I, or a person(s) related to me in the first degree, ~~have~~ a substantial interest in:

☐ a business entity, as those terms are defined in Local Government Code Sections 171.001–171.002, that would experience a special economic effect distinguishable from its effect on the public by a vote or decision of the Board.

or

☐ real property for which it is reasonably foreseeable that the Board's action or my action will have a special economic effect on the value of the property distinguishable from its effect on the public.

The business entity or real property is *(name/address of business or description of property)*:
_____.

_____ *("I" or name of relative and relationship)* (have)(has) a substantial interest in this business entity or real property as follows: *(check all that apply)*

☐ Ownership of ten percent or more of the voting stock or shares of the business entity.

☐ Ownership of ten percent or more of the fair market value of the business entity.

☐ Ownership of $15,000 or more of the fair market value of the business entity.

☐ Funds received from the business entity exceed ten percent of _____ *(my, her, his)* gross income for the previous year.

☐ Real property is involved and _____ *(I, she, he)* (have)(has) an equitable or legal ownership with a fair market value of at least $2,500.

The statements contained herein are based on my personal knowledge and are true and correct.

Abstention. Upon the filing of this affidavit with the Board's Secretary, I affirm that I shall abstain from participation in any decision involving this business entity or real property, unless permitted according to Local Government Code 171.004(c).

Signed this _____ day of _____ *(month)*, _____ *(year)*.

Signature of official _____

Title _____

ACKNOWLEDGEMENT

STATE OF TEXAS
COUNTY OF [_____]

Sworn to and subscribed before me on this _____ day of _____ *(month)*, _____ *(year)*.

_____, Notary Public in and for the State of Texas

EXHIBIT B

LOCAL GOVERNMENT OFFICER CONFLICTS DISCLOSURE STATEMENT

FORM CIS

(Instructions for completing and filing this form are provided on the next page.)

This questionnaire reflects changes made to the law by H.B. 1491, 80th Leg., Regular Session.

This is the notice to the appropriate local governmental entity that the following local government officer has become aware of facts that require the officer to file this statement in accordance with Chapter 176, Local Government Code.

OFFICE USE ONLY

Date Received

1 **Name of Local Government Officer**

2 **Office Held**

3 **Name of person described by Sections 176.002(a) and 176.003(a), Local Government Code**

4 **Description of the nature and extent of employment or other business relationship with person named in item 3**

5 **List gifts accepted by the local government officer and any family member, excluding gifts described by Section 176.003(a-1), if aggregate value of the gifts accepted from person named in item 3 exceed $250 during the 12-month period described by Section 176.003(a)(2)(B)**

Date Gift Accepted _____ Description of Gift _____

Date Gift Accepted _____ Description of Gift _____

Date Gift Accepted _____ Description of Gift _____

(attach additional forms as necessary)

6 **AFFIDAVIT**

I swear under penalty of perjury that the above statement is true and correct. I acknowledge that the disclosure applies to a family member (as defined by Section 176.001(2), Local Government Code) of this local government officer. I also acknowledge that this statement covers the 12-month period described by Section 176.003(a), Local Government Code.

_____

Signature of Local Government Officer

AFFIX NOTARY STAMP / SEAL ABOVE

Sworn to and subscribed before me, by the said _____, this the _____ day of _____, 20 _____, to certify which, witness my hand and seal of office.

_____ _____ _____

Signature of officer administering oath | Printed name of officer administering oath | Title of officer administering oath

LOCAL GOVERNMENT OFFICER
CONFLICTS DISCLOSURE STATEMENT

Section 176.003 of the Local Government Code requires certain local government officers to file this form. A "local government officer" is defined as a member of the governing body of a local governmental entity; a director, superintendent, administrator, president, or other person designated as the executive officer of the local governmental entity; or an employee of a local governmental entity with respect to whom the local governmental entity has, in accordance with Section 176.005, extended the requirements of Sections 176.003 and 176.004. This form is required to be filed with the records administrator of the local governmental entity not later than 5 p.m. on the seventh business day after the date on which the officer becomes aware of the facts that require the filing of this statement.

A local government officer commits an offense if the officer knowingly violates Section 176.003, Local Government Code. An offense under this section is a Class C misdemeanor.

Please refer to chapter 176 of the Local Government Code for detailed information regarding the requirement to file this form.

INSTRUCTIONS FOR COMPLETING THIS FORM

The following numbers correspond to the numbered boxes on the other side.

1. Name of Local Government Officer. Enter the name of the local government officer filing this statement.

2. Office Held. Enter the name of the office held by the local government officer filing this statement.

3. Name of person described by Sections 176.002(a) and 176.003(a), Local Government Code. Enter the name of the person described by Section 176.002, Local Government Code with whom the officer has an employment or other business relationship as described by Section 176.003(a), Local Government Code.

4. Description of the nature and extent of employment or business relationship with person named in item 3. Describe the nature and extent of the employment or other business relationship with the person in item 3 as described by Section 176.003(a), Local Government Code.

5. List gifts accepted, excluding gifts described by Section 176.003(a-1), if aggregate value of the gifts accepted from person named in item 3 exceed $250. List gifts accepted during the 12-month period (described by Section 176.003(a), Local Government Code) by the local government officer or family member of the officer, excluding gifts described by Section 176.003(a-1), from the person named in item 3 that in the aggregate exceed $250 in value.

6. Affidavit. Signature of local government officer.

UNANIMOUS WRITTEN CONSENT OF DIRECTORS IN LIEU OF MEETING OF THE BOARD OF DIRECTORS OF MEADOW OAKS EDUCATION FOUNDATION

December 30, 2014

Pursuant to Section 22.220 of the Texas Business Organizations Code (the "TBOC"), the undersigned, being the Directors of **Meadow Oaks Education Foundation,** a Texas non-profit corporation (the "Corporation"), and in lieu of a meeting of the Board of Directors, the call of which is hereby expressly waived, do hereby consent to the adoption of the following resolutions:

I. AMENDED AND RESTATED CERTIFICATE OF FORMATION

RESOLVED, that the form, terms and provisions of the Amended and Restated Certificate of Formation of the Corporation to be filed in the office of the Secretary of State of Texas, is hereby in all respects approved, and the Secretary is hereby instructed to file in the Corporation's minute book the Corporation's Certificate of Filing, together with the duly certified duplicate original Amended and Restated Certificate of Formation.

II. AMENDED AND RESTATED BYLAWS

RESOLVED, that the Bylaws appearing in that certain document entitled "Amended and Restated Bylaws of Meadow Oaks Education Foundation" are hereby adopted as the Bylaws of this Corporation.

RESOLVED FURTHER, that the Secretary of the Corporation is authorized and directed to certify a copy of such Bylaws and maintain them in the principal office of the Corporation for the transaction of its business, open for inspection by the directors at all reasonable times during office hours, and that in certifying such Bylaws, the Secretary shall state in his certificate that the Bylaws were adopted by the unanimous written consent of the directors without a meeting as authorized by the TBOC.

III. CONFLICT OF INTEREST POLICY

RESOLVED, that the certain document entitled "Ethics, Conflicts of Interest, & Nepotism Policy of Meadow Oaks Education Foundation" is hereby adopted as the policy of this Corporation.

This Consent may be executed in one or more counterparts, all of which together constitute the same instrument.

{Signature Page Follows}

MEADOW OAKS EDUCATION FOUNDATION

Pauline Logan, Director

Betty Hastings, Director

Regina Rivera, Director

Ram Krishnamurthy, Director

Shubham Pandey, Director

Misty Thorton, Director

MEADOW OAKS EDUCATION FOUNDATION

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MEADOW OAKS EDUCATION FOUNDATION

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Betty Hastings, Director

Regina Rivera, Director

Ram Krishnamurthy, Director

Shubham Pandey, Director

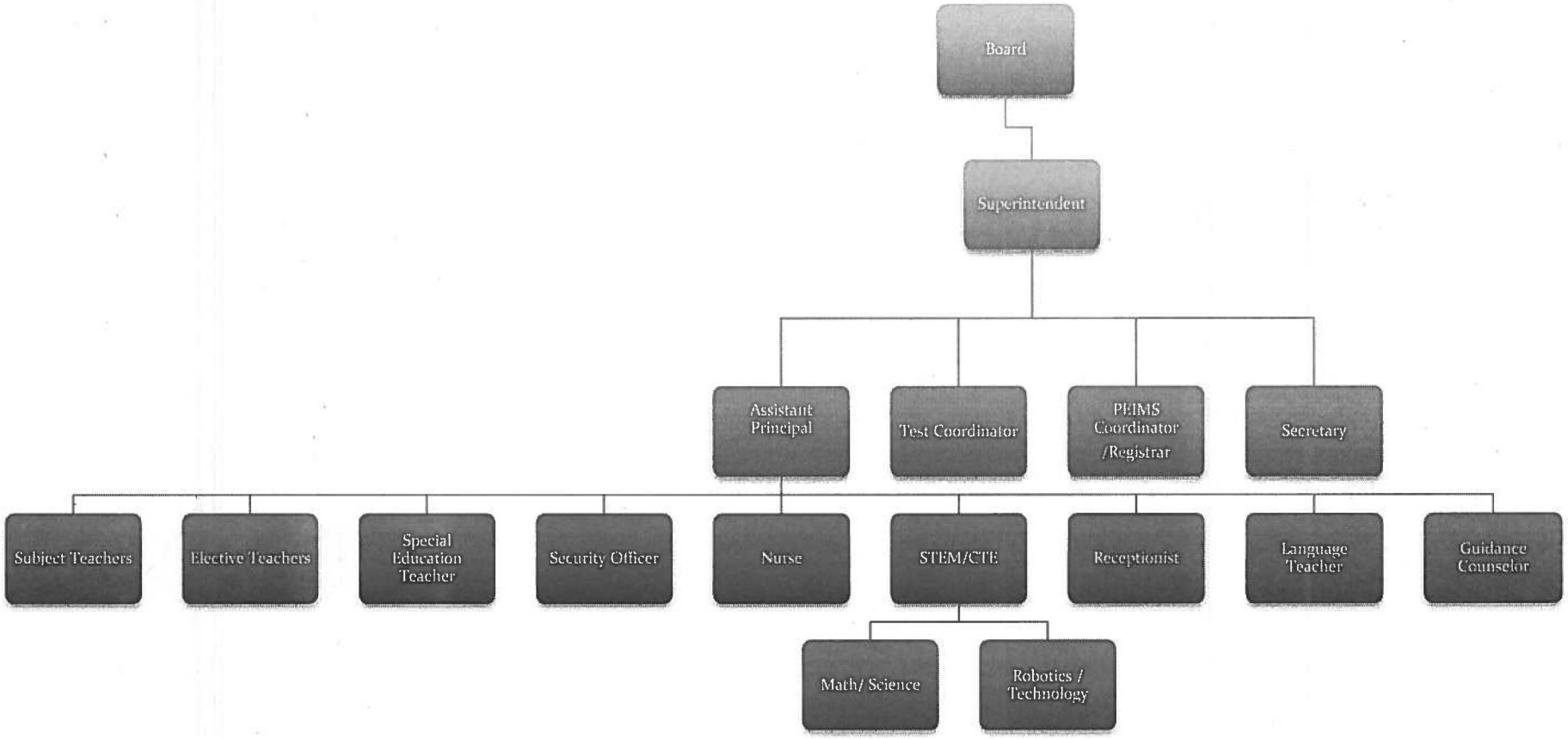
Misty Thornton

Misty Thorton, Director

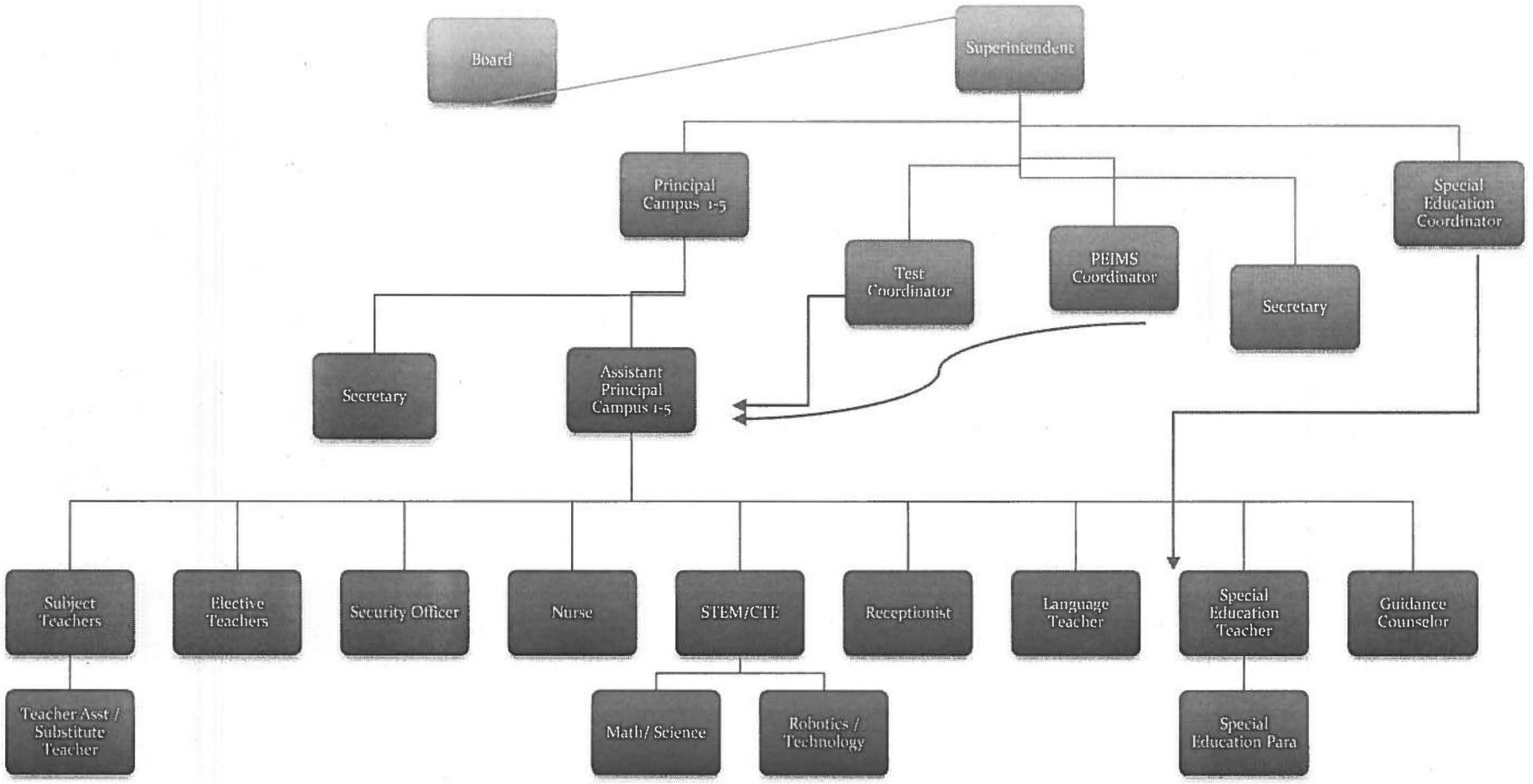
Attachment O1

Organization Charts

Pioneer Technology & Arts Academy : Year One



Pioneer Technology & Arts Academy : Full Capacity



Attachment O2

Staffing Chart

Generation 20 Open-Enrollment Charter Application

Attachment Q2 - Staffing Chart

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Staff	Year 1	Year 2	Year 3	Year 4	Year 5
Elementary Campus Staff					
Principal					
Assistant Principal					
Suprintendent					
Add'l Campus Leadership Position 2 (specify)					
Add'l Campus Leadership Position 3 (specify)					
Classroom Teachers (Core Subjects)					
Classroom Teachers (Specials)					
Student Support Position 1 [e.g., Social Worker]					
Student Support Position 2 [specify]					
Specialized Campus Staff 1 [specify]					
Specialized Campus Staff 2 [specify]					
Teacher Aides and Assistants					
Campus Operations Support Staff					
Total FTEs at elementary campus(es)					
Middle School Campus Staff					
Principal		1	3	4	5
Assistant Principal(s)	1	2	3	4	5
Classroom Teachers (Core Subjects)	13	22	36	48	75
Classroom Teachers (Specials)	2	4	6	7	10
Special Education Teacher	1	2	3	4	5
Language Teacher	2	2	3	4	5
Robotics/ Technology	1	1.5	2.5	3	5
STEM/CTE	2	3	5	7	10
Teacher Aides and Assistants	4	6	10	14	20
Campus Operations Support Staff	9	10	15	20	25
Total FTEs at middle school campus(es)	**35**	**53.5**	**86.5**	**115**	**165**

Generation 20 Open-Enrollment Charter Application

Attachment O2 - Staffing Chart

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Staff	Year 1	Year 2	Year 3	Year 4	Year 5
High School Campus Staff					
Principal					
Assistant Principal(s)					
Deans					
Classroom Teachers (Core Subjects)		5	16	33	67
Classroom Teachers (Specials)		2	4	10	15
Special Education Teachers		1	2	3	5
Language Teacher		2	3	4	5
Robotics/ Technology		0.5	1.5	3	5
STEM/CTE		1	3	4	5
Teacher Aides and Assistants		2	5	10	18
Campus Operations Support Staff	1	7	11	14	17
Total FTEs at high school campus(es)	**1**	**20.5**	**45.5**	**81**	**137**
Total organization FTEs	**36**	**74**	**132**	**196**	**302**

Attachment O3

Supplemental Human Resources Information Form

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Assistant Principal Reports to: Principal

Salary Range: 55,000 - 65,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Cell Phone

Proposed Location (City and County): Mesquite, Dallas County

Number of Students anticipated in year one: 240 In year five: 2,700

Minimum Qualifications Required:

Education Required: Bachelors Degree; Masters Preferred

Experience Required: Three plus years of experience teaching ; administration experience preferred

Certification Required: Assistant Principal or Administrative Certification preferred.

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Sunnyvale ISD	057919	Sunnyvale	1,288	76,793
Kaufman ISD	129903	Kaufman	3,752	75,012
Royse City ISD	199902	Royse City	4,900	70,065

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Assistant Principal Reports to: Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Ensure compliance with all state and federal mandates.
2. Implementation of behavior policies, discipline infractions and oversee in school suspension.
3. Work directly with principal and staff to ensure proper implementation of education curriculum.
4. Works directly with Principal in selection, retention and growth of staff
5. Improves instruction in classroom through observation, data, test results and conferences
6. Ensures the training needs of all staff members are met and certifications are current.
7. Works directly with PEIMS coordinator.
8. Oversee all campus teaching staff, support staff as directed by the Principal
9. Communicate and provide information in a timely fashion to parents and community
10. Other requirements as directed by the Board of Directors, Superintendent or Principal

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Elective Teacher Reports to: Assistant Principal

Salary Range: 45,000-55,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County): Mesquite, Dallas County

Number of Students anticipated in year one: 240 In year five: 2,700

Minimum Qualifications Required:

Education Required: Bachelors Degree Preferred

Experience Required: None

Certification Required: Teaching Certification or Teaching certification in process

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Sunnyvale ISD	057919	Sunnyvale	1,288	52,519
Kaufman ISD	129903	Kaufman	3,752	47,107
Royse City ISD	199902	Royse City	4,900	48,838

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Elective Teacher Reports to: Assistant Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Effectively implements classroom coursework that keeps students engaged and contributes to academic success
2. Able to individualize curriculum as much as possible to meet every students academic needs
3. Communicate effectively and in timely manner with students, parents, peers and administration
4. Lead every student by example through positive role modeling and by displaying ethical traits at all times
5. Improves instruction in classroom through observation, data, test results and conferences
6. Assumes responsibility to meet all academic goals
7. Regularly collaborates with peers to enhance teaching and instructional experience for students
8. Creates a classroom atmosphere that infuses creativity in all aspects of education
9. Exhibit strong work habits, meet deadline and honor schedules
10. Other duties as assigned.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Guidance Counselor Reports to: Assistant Principal

Salary Range: 50,000-60,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County): Mesquite, Dallas County

Number of Students anticipated in year one: 240 In year five: 2,700

Minimum Qualifications Required:

Education Required: Masters degree; Masters degree in Guidance Counseling desired.

Experience Required: Two plus years experience in related area

Certification Required: Valid Texas Counseling certification

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Aledo ISD	184907	Aledo	4,874	$48,090
Cleburne ISD	126903	Cleburne	6,596	$59,562-85,709
Little Elm ISD	061914	Little Elm	6,637	$51,787-74,521

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Guidance Counselor Reports to: Assistant Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Provide counseling to individuals & groups; identifying those at risk of failing or not meeting STAAR requirement
2. To provide planned occupational information programs for introducing the student to the world of work
3. To maintain accurate and up-to-date permanent record folders.
4. To consult with teachers, principal, nurse, and parents relative to students and their problems
5. To work closely with classroom teachers in planning and implementing group guidance sessions.
6. Manage students Academic Achievement Plans
7. Make recommendations to students regarding class selection that take into consideration the student's abilities.
8. Be available for parent conferences in conjunction with the regular school-wide conference.
9. Follow all state, local and federal guidelines in completing assigned duties.
10. Other requirements as assigned by administration

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Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Language Teacher Reports to: Assistant Principal

Salary Range: 50,000-60,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County): Mesquite, Dallas County

Number of Students anticipated in year one: 240 In year five: 2,700

Minimum Qualifications Required:

Education Required: Bachelors Degree Preferred

Experience Required: None

Certification Required: Teaching Certification or Teaching certification in process

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Sunnyvale ISD	057919	Sunnyvale	1,288	52,519
Kaufman ISD	129903	Kaufman	3,752	47,107
Royse City ISD	199902	Royse City	4,900	48,838

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Language Teacher Reports to: Assistant Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Develops lesson plans and supplementary materials compatible with the basic instructional philosophy.
2. Provides learning experiences which develop the basic communication skills
3. Provides individualized and small group instruction in order to adapt the curriculum to the needs of all students
4. Develops student understanding and appreciation of culture of countries where foreign language is spoken
5. Evaluates progress in speaking, reading and writing the foreign language in relationship to the level being taught
6. Assumes responsibility to meet all academic goals
7. Regularly collaborates with peers to enhance teaching and instructional experience for students
8. Communicates with parents and administration on student progress.
9. Exhibit strong work habits, meet deadline and honor schedules
10. Other duties as assigned.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Math/Science Teacher Reports to: Assistant Principal

Salary Range: 45,000-55,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County): Mesquite, Dallas County

Number of Students anticipated in year one: 240 In year five: 2,700

Minimum Qualifications Required:

Education Required: Masters Degree Preferred

Experience Required: None

Certification Required: Teaching Certification or Teaching certification in process

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Sunnyvale ISD	057919	Sunnyvale	1,288	52,519
Kaufman ISD	129903	Kaufman	3,752	47,107
Royse City ISD	199902	Royse City	4,900	48,838

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Math/Science Teacher Reports to: Assistant Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Demonstrates a working knowledge of methods, materials and techniques used to teach math and science.
2. Uses a variety of instructional techniques and materials, which are appropriate to meet the needs of all students
3. Organizes classroom systems/procedures and manages student behavior to ensure all students are fully engage
4. Maintains a high level of awareness regarding research and recent developments that will benefit students
5. Coordinates activities for students related to mathematics such as Mathletes, Science Fair and Outdoor Ed.
6. Works directly with Robotics, STEM and Administration to guarantee students success
7. Regularly collaborates with peers to enhance teaching and instructional experience for students
8. Communicates with parents and administration on student progress.
9. Exhibit strong work habits, meet deadline and honor schedules
10. Other duties as assigned.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Nurse Reports to: Assistant Principal

Salary Range: 45,000-60,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County): Mesquite, Dallas County

Number of Students anticipated in year one: 240 In year five: 2,700

Minimum Qualifications Required:

Education Required: Bachelors Degree

Experience Required: 2 year clinical acute care experience; School healthcare experience preferred

Certification Required: Valid Texas license issued by the TBNE.

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Lancaster ISD	057913	Lancaster	6,820	$35,332-48-365
Red Oak ISD	070911	Red Oak	5,584	$42,250-60,969
White Settlement	220920	White Settlement	6,562	$22,664-39,432

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Nurse Reports to: Assistant Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Provide first aid and care for sick or injured student or staff; notify parents or authority as needed.
2. Recommends and helps to implement modifications of school programs to meet students' health needs.
3. Utilizes existing health resources to provide appropriate care of student
4. Maintains, evaluates, and interprets cumulative health data to accommodate individual needs of students.
5. Develops procedures and provides for crises intervention for acute illness, injury and emotional disturbances.
6. Recommends provisions for a school environment conducive to learning
7. Coordinates school and community health activities; serves as a liaison person between school and community
8. Acts as a resource person in promoting health careers.
9. Work directly with administration to identify areas of concern and suggest/implement solutions
10. Other requirements as assigned by administration

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Special Education Teacher Reports to: Special Eduction Coordinator/Principal

Salary Range: 45,000-55,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County): Mesquite, Dallas County

Number of Students anticipated in year one: 240 In year five: 2,700

Minimum Qualifications Required:

Education Required: Masters Degree Preferred

Experience Required: Knowledge of Admission, Review and Dismissal (ARD) committee process and Individual Education Plan (IEP) goal setting process. Two plus year experience preferred.

Certification Required: Special Education certification

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Sunnyvale ISD	057919	Sunnyvale	1,288	$50,900-51,600
Red Oak ISD	070911	Red Oak	5,584	$45,400-45,900
White Settlement	220920	White Settlement	6,562	$47,600-47,900

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Special Education Teacher Reports to: Special Eduction Coordinator/Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Effectively implements classroom coursework that keeps students engaged and contributes to academic success
2. Works directly with Special Education coordinator and look for support as needed
3. Possess knowledge of ARD committee processes and IEP goal setting and monitoring.
4. Communicate effectively with student, parents and staff about learning plans, strategies and goals.
5. Complete necessary ARD paperwork to best assist the student
6. Offer assistance, training and resources to classroom teacher to better assist and modify student work
7. Assist special education students in regular classrooms with class assignments
8. Keep detailed accounts and written evidence of preparation as required.
9. Work directly with administration to identify areas of concern and suggest/implement solutions
10. Other requirements as assigned by administration

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: PEIMS Coordinator Reports to: Superintendent

Salary Range: 55,000-65,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County): Mesquite, Dallas County

Number of Students anticipated in year one: 240 In year five: 2,700

Minimum Qualifications Required:

Education Required: Bachelors Degree Preferred

Experience Required: Experience with handling of confidential information, data entry & record maintenance.

Certification Required: N/A

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
White Settlement ISD	220920	White Settlement	6,562	$43,952-63,262
Red Oak ISD	070911	Red Oak	5,584	$35,841-64,406
Midlothian ISD	070908	Midlothian	7,720	$43,200-77,760

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: PEIMS Coordinator Reports to: Superintendent

Job Duties: List up to 10 key duties this individual will perform.

1. Submit complete and accurate PEIMS data to TEA in prescribed format
2. Create test scenarios to authenticate and verify data to ensure accuracy of all information.
3. Collect and enter attendance and PEIMS data into appropriate forms.
4. Process new student records, failure reports and maintain confidentiality of all data
5. Attend all PEIMS related seminars and training.
6. Submit , maintains and file all reports, records and other documents as required
7. Coordinate auditing of District PEIMS data against campus records and generate report on findings
8. Works with campuses, business and personnel office staff to collect, organize and format data.
9. Provide counseling to middle school individuals; identifying those at risk of failing or not meeting STAAR require
10. Other requirements as assigned by administration

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Principal Reports to: Superintendent

Salary Range: 65,000 - 75,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Cell Phone

Proposed Location (City and County): Mesquite, Dallas County

Number of Students anticipated in year one: 240 In year five: 2,700

Minimum Qualifications Required:

Education Required: Master's Degree or enrolled in Master's Degree program

Experience Required: Three plus years of experience teaching and 1 plus year of administration.

Certification Required: Administrative Certification preferred.

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Sunnyvale ISD	057919	Sunnyvale	1,288	76,793
Kaufman ISD	129903	Kaufman	3,752	75,012
Royse City ISD	199902	Royse City	4,900	70,065

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Principal Reports to: Superintendent

Job Duties: List up to 10 key duties this individual will perform.

1. Provide educational and instructional leadership for the charter school campus
2. Takes corrective actions based on education program outcomes and findings.
3. Responsible for administrative duties of the entire campus.
4. Work as a liaison between superintendent, staff, students and parents
5. Support the entire charter campus staff and provide professional development opportunities
6. Works directly with all campus committee to plan and evaluate all campus eduction programs
7. Ensures the proper and quick handling of all campus conflicts.
8. Ensures a safer environment for staff and student
9. Lead the campus by setting the example
10. Other requirements as directed by the Board of Directors or Superintendent

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Receptionist Reports to: Assistant Principal

Salary Range: 20,000-30,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County): Mesquite, Dallas County

Number of Students anticipated in year one: 240 In year five: 2,700

Minimum Qualifications Required:

Education Required: High School Diploma or GED

Experience Required: Two plus years of receptionist/clerical experience; experience with handling confidential information and basic clerical duties.

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Red Oak ISD	070911	Red Oak	5,584	$20,135-29,556
Midlothian ISD	070908	Midlothian	7,720	$18,438-27,650
White Settlement	220920	White Settlement	6,562	$22,511-36,205

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Receptionist Reports to: Assistant Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Answers phone calls in a pleasant, informed manner for the purpose of providing information
2. Manages telephone message system (office hours, inclement weather and other recorded messages)
3. Greets visitors to the school in a pleasant and informed manner
4. Responds to inquiries for the purpose of referrals and directions as may be required
5. Forwards requests for information and messages to the appropriate individuals
6. Maintains office meeting calendar and schedules meetings held at school
7. Maintains, sorts and distributes mail for school
8. Performs other clerical tasks as assigned including word processing and creating databases, etc.
9. Follow all state, local and federal guidelines in completing assigned duties.
10. Other requirements as assigned by administration

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Registrar Reports to: Assistant Principal

Salary Range: 20,000-30,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County): Mesquite, Dallas County

Number of Students anticipated in year one: 240 In year five: 2,700

Minimum Qualifications Required:

Education Required: High School Diploma or GED

Experience Required: Two plus years of registrar experience; experience with handling confidential information and basic clerical duties.

Certification Required: N/A

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Red Oak ISD	070911	Red Oak	5,584	$20,869-37,046
DeSoto ISD	057906	DeSoto	9,404	$26,216 - 29,832
White Settlement	220920	White Settlement	6,562	$18,775 - 36,612

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Registrar Reports to: Assistant Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Collect all data on new students, set up appointment with counselor, notify teachers of new student.
2. Prepare withdrawal form for student, send student records to new school, record data of students.
3. Maintains a database of grades and attendance.
4. Generates report cards and transcripts to verify credits to fulfill graduation requirements.
5. Provide transcripts to colleges and technical schools upon request.
6. Compile information for school newsletter, website and catalogs, course description books.
7. Handle all professional correspondence and reports for school counselors.
8. Put together agenda for each parent meeting, set up presenters and equipment for these meetings .
9. Compiles and distribute honor roll list to appropriate staff
10. Other requirements as assigned by administration

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Robotics/Technology Reports to: Assistant Principal

Salary Range: 45,000 - 55,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County): Mesquite, Dallas County

Number of Students anticipated in year one: 240 In year five: 2,700

Minimum Qualifications Required:

Education Required: Masters Degree Preferred

Experience Required: None

Certification Required: Teaching Certification or Teaching certification in process

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Sunnyvale ISD	057919	Sunnyvale	1,288	52,519
Kaufman ISD	129903	Kaufman	3,752	47,107
Royse City ISD	199902	Royse City	4,900	48,838

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Robotics/Technology Reports to: Assistant Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Ability to teach all levels of robotics and computer technology and is committed to education of all students.
2. Develop a balanced program with activities designed to encourage students to develop good skills & attitude.
3. Be responsible for robotics equipment.
4. Able to demonstrate projects so students can see the concepts in action for every lesson.
5. Document work to pass on to future students, robotic instructors and mentors
6. Works directly with STEM admin, Math and Science peers and Administration to guarantee students success
7. Regularly collaborates with peers to enhance teaching and instructional experience for students
8. Communicates with parents and administration on student progress.
9. Exhibit strong work habits, meet deadline and honor schedules
10. Other duties as assigned.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Secretary Reports to: Superintendent / Principal

Salary Range: 20,000-30,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County): Mesquite, Dallas County

Number of Students anticipated in year one: 240 In year five: 2,700

Minimum Qualifications Required:

Education Required: High School Diploma or GED

Experience Required: Two plus years of clerical experience; experience with handling confidential information and basic clerical duties.

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
White Settlement ISD	220920	White Settlement	6,562	$15,514-24,127
Midlothian ISD	070908	Midlothian	7,720	$20,280-30,429
Royse City ISD	199902	Royse City	4,900	$20,125-29,556

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school:	Pioneer Technology & Arts Academy
Name of sponsoring entity:	Meadow Oaks Education Foundation

Position: Secretary Reports to: Superintendent / Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Organize and maintain an efficient office that handles a variety of tasks for administration, faculty & students
2. Adhere to requirements for students records, employee data and other school sensitive materials.
3. Respond to routine requests for information, and transcribing, word processing, and proofing letters.
4. Act as a receptionist, greeting visitors, answering telephone in a pleasant and efficient manner when needed
5. Communicates with parents and school counselors on student progress.
6. Register new students, secure appropriate student records and maintain confidential student records.
7. Maintain a current school calendar of events and use of facilities.
8. Take independent action in completing duties.
9. Follow all state, local and federal guidelines in completing assigned duties.
10. Other requirements as assigned by administration

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Security Officer Reports to: Assistant Principal

Salary Range: 25,000-35,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County): Mesquite, Dallas County

Number of Students anticipated in year one: 240 In year five: 2,700

Minimum Qualifications Required:

Education Required: High School Diploma or GED

Experience Required: Military Service Preferred

Certification Required: Texas Commission on Private Security (TCPS) Level Two certificate

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Red Oak ISD	070911	Red Oak	5,584	$32,126-50,500
Midlothian ISD	070908	Midlothian	7,720	$20,474-30,720
White Settlement	220920	White Settlement	6,562	$14,810-28,474

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Security Officer Reports to: Assistant Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Respond to calls regarding classroom disturbances, behavior problems and related situations.
2. Ensure a smooth traffic flow of students through the hallways, assisting students with on-time arrival to class
3. Assist in investigation of illegal activities: search backpacks, cars and lockers.
4. Assist with supervision in the lunch periods and with morning arrival and afternoon dismissal of students
5. Remove disruptive students from classes when needed.
6. Assist visitors with directions and secure proper identification.
7. Challenge unauthorized visitors and escort them to exits.
8. Report any discipline infractions, unauthorized visitors, and acts of vandalism to the Principal / Asst Principal
9. Work directly with administration to identify areas of concern and suggest/implement solutions
10. Other requirements as assigned by administration

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Special Education Coordinator Reports to: Superintendent

Salary Range: 60,000 - 70,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County): Mesquite, Dallas County

Number of Students anticipated in year one: 240 In year five: 2,700

Minimum Qualifications Required:

Education Required: Masters Degree Preferred

Experience Required: Several years of special education experience

Certification Required: Special Education

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
White Settlement ISD	220920	White Settlement	6,562	$60,227-104,744
Red Oak ISD	070911	Red Oak	5,584	$69,914-98,506
Cleburne ISD	126903	Cleburne	6,596	$61,836-102,083

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Special Education Coordinator Reports to: Superintendent

Job Duties: List up to 10 key duties this individual will perform.

1. Ensures the school is in compliance with all state and federal regulations
2. Works directly with Special Ed teachers and provide support as needed
3. Represent the Special Education program to the superintendent, board and the principal
4. Attend ARD committee meetings to assist with IEP development and special ed student placements.
5. Monitor programs to ensure the goals are effectively met
6. Use reports and teacher recommendations to analyze and collect data to effectively gauge program success
7. Direct special education services for all students with disabilities
8. Create long and short term goals in order to implement special education services in all areas
9. Work directly with administration to identify areas of concern and suggest/implement solutions
10. Other requirements as assigned by administration

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Special Education Paraprofessional Reports to: Special Eduction Coordinator/Principal

Salary Range: 18,000-30,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County): Mesquite, Dallas County

Number of Students anticipated in year one: 240 In year five: 2,700

Minimum Qualifications Required:

Education Required: Bachelors Degree Preferred

Experience Required: Two plus year education teaching experience.

Certification Required: None

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
White Settlement ISD	220920	White Settlement	6,562	$15,514-24,127
DeSoto ISD	057906	DeSoto	9,404	$18,176-21,168
Midlothian ISD	070908	Midlothian	7,720	$17,069-25,596

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school:	Pioneer Technology & Arts Academy
Name of sponsoring entity:	Meadow Oaks Education Foundation

Position: Special Education Paraprofessional Reports to: Special Eduction Coordinator/Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Assist teacher in implementation of classwork that keeps students engaged and contributes to academic success
2. Assist teachers as directed in classroom with special need students.
3. Help in general house keeping.
4. Maintain confidentiality about students, their families and other employees of the school.
5. Supervises students in the classroom and during other activities.
6. Treat all students with dignity and respect.
7. Assist special education students in regular classrooms with class assignments
8. Keep detailed accounts and written evidence of preparation as required.
9. Work directly with teachers to identify areas of concern and suggest/implement solutions
10. Other requirements as assigned by administration

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: STEM/CTE Reports to: Assistant Principal

Salary Range: 45,000-55,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County): Mesquite, Dallas County

Number of Students anticipated in year one: 240 In year five: 2,700

Minimum Qualifications Required:

Education Required: Masters Degree Preferred

Experience Required: None

Certification Required: Teaching Certification or Teaching certification in process

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Sunnyvale ISD	057919	Sunnyvale	1,288	52,519
Kaufman ISD	129903	Kaufman	3,752	47,107
Royse City ISD	199902	Royse City	4,900	48,838

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: STEM/CTE Reports to: Assistant Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Delivers STEM-oriented instruction through Project-Based Learning
2. Creates a classroom environment that is conducive to learning and is appropriate to the interests of the student
3. Ability to integrate multiple facets of technology to enhance learning and instruction.
4. Teaches students to work collaboratively to solve problems and to think logically and creatively.
5. Administers and analyzes standardized testing data and adjusts instructional strategies as needed.
6. Works directly with Robotics, Math, Technology, Science and Administration to guarantee students success
7. Regularly collaborates with peers to enhance teaching and instructional experience for students
8. Communicates with parents and administration on student progress.
9. Exhibit strong work habits, meet deadline and honor schedules
10. Other duties as assigned.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Subject Teacher Reports to: Assistant Principal

Salary Range: 45,000 - 55,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County): Mesquite, Dallas County

Number of Students anticipated in year one: 240 In year five: 2,700

Minimum Qualifications Required:

Education Required: Bachelors Degree; Masters Preferred

Experience Required: None

Certification Required: Teaching Certification or Teaching certification in process

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Sunnyvale ISD	057919	Sunnyvale	1,288	52,519
Kaufman ISD	129903	Kaufman	3,752	47,107
Royse City ISD	199902	Royse City	4,900	48,838

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Subject Teacher Reports to: Assistant Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Effectively implements classroom coursework that keeps students engaged and contributes to academic success
2. Able to individualize curriculum as much as possible to meet every students academic needs
3. Communicate effectively and in timely manner with students, parents, peers and administration
4. Lead every student by example through positive role modeling and by displaying ethical traits at all times
5. Improves instruction in classroom through observation, data, test results and conferences
6. Assumes responsibility to meet all academic goals
7. Regularly collaborates with peers to enhance teaching and instructional experience for students
8. Creates a classroom atmosphere that infuses creativity in all aspects of education
9. Exhibit strong work habits, meet deadline and honor schedules
10. Other duties as assigned.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Superintendent Reports to: Board of Directors

Salary Range: 80,000-145,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Cell Phone

Proposed Location (City and County): Mesquite, Dallas County

Number of Students anticipated in year one: 240 In year five: 2,700

Minimum Qualifications Required:

Education Required: Master's Degree

Experience Required: Experience in operating a public, charter or private school. Proven record in school administration along with classroom experience.

Certification Required: Completion of Principal Certification and/or Superintendent certification or currently enrolled in Principal Certification and/or Superintendent certification.

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Sunnyvale ISD	057919	Sunnyvale	1,288	77,297
Kaufman ISD	129903	Kaufman	3,752	98,688
Royse City ISD	199902	Royse City	4,900	108,564

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Superintendent Reports to: Board of Directors

Job Duties: List up to 10 key duties this individual will perform.

1. Ensure board and staff complies with all state and federal guidelines including charter contract
2. Responsible for marketing and fundraising efforts of charter school
3. Research and write federal, non profit and private grants.
4. Recruit and retain highly qualified applicants in compliance with non-discrimination.
5. Execute all board decisions.
6. Responsible for maintaining high education achievements in alignment with PTAA vision, mission and goals.
7. Evaluate staff and identify opportunities for individual professional growth.
8. Reports to and is evaluated by the board of directors annually
9. Approve all submissions to TEA.
10. Other requirements as directed by the Board of Directors.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Teacher Assistant/Substitute Teacher Reports to: Assistant Principal

Salary Range: $20,000-30,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County): Mesquite, Dallas County

Number of Students anticipated in year one: 240 In year five: 2,700

Minimum Qualifications Required:

Education Required: Bachelors degree desired

Experience Required: Previous experience with children preferred

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
DeSoto ISD	057906	DeSoto	9,404	$16,964-19,956
Red Oak ISD	070911	Red Oak	5,584	$14,840-22,485
White Settlement	220920	White Settlement	6,562	$15,514-24,127

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Teacher Assistant/Substitute Teacher Reports to: Assistant Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Discuss assigned duties with classroom teachers in order to coordinate instructional efforts.
2. When substituting prepare lesson materials, bulletin board displays, exhibits, equipment, and demonstrations.
3. Tutor and assist children individually or in small groups in order to help them master assignments
4. Supervise students in classrooms, halls, cafeterias, school yards, and gymnasiums, or on field trips.
5. Distribute tests and homework assignments, and collect them when they are completed.
6. Enforce administration policies and rules governing students.
7. Observe students' performance, and record relevant data to assess progress.
8. Organize and supervise games and other recreational activities to promote physical, mental, and social develop
9. Prepare lesson outlines and plans in assigned subject areas, and submit outlines to teachers for review.
10. Other requirements as assigned by administration

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Test Coordinator Reports to: Superintendent

Salary Range: 55,000-60,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County): Mesquite, Dallas County

Number of Students anticipated in year one: 240 In year five: 2,700

Minimum Qualifications Required:

Education Required: Bachelors Degree Preferred

Experience Required: Three plus years of experience teaching ; Test coordinator experience preferred

Certification Required: N/A

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
White Settlement ISD	220920	White Settlement	6,562	$50,622-72,848
Red Oak ISD	070911	Red Oak	5,584	$44,124-81,812
Cleburne ISD	126903	Cleburne	6,596	$51,919-85,709

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Test Coordinator Reports to: Superintendent

Job Duties: List up to 10 key duties this individual will perform.

1. Strictly adheres to all laws and guidelines for testing
2. Lead, train and assign duties for all support staff that is assigned for testing
3. Keep abreast of any updates or changes on state test laws and provide training for school staff
4. Responsible for ordering, tracking, packing and shipping of test materials and assessments
5. Assist and consult staff on test interpretation, legal clarification and ethical consideration during testing
6. Create structure, rotations and groups for test days.
7. Implement security details for testing material before , during and after testing.
8. Clearly communicate testing implementation goals to staff members
9. Work directly with administration to identify areas of concern and suggest/implement solutions
10. Other requirements as assigned by administration

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Test Coordinator Reports to: Superintendent

Salary Range: 55,000-60,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County): Mesquite, Dallas County

Number of Students anticipated in year one: 240 In year five: 2,700

Minimum Qualifications Required:

Education Required: Bachelors Degree Preferred

Experience Required: Three plus years of experience teaching ; Test coordinator experience preferred

Certification Required: N/A

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
White Settlement ISD	220920	White Settlement	6,562	$50,622-72,848
Red Oak ISD	070911	Red Oak	5,584	$44,124-81,812
Cleburne ISD	126903	Cleburne	6,596	$51,919-85,709

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Test Coordinator Reports to: Superintendent

Job Duties: List up to 10 key duties this individual will perform.

1. Strictly adheres to all laws and guidelines for testing
2. Lead, train and assign duties for all support staff that is assigned for testing
3. Keep abreast of any updates or changes on state test laws and provide training for school staff
4. Responsible for ordering, tracking, packing and shipping of test materials and assessments
5. Assist and consult staff on test interpretation, legal clarification and ethical consideration during testing
6. Create structure, rotations and groups for test days.
7. Implement security details for testing material before , during and after testing.
8. Clearly communicate testing implementation goals to staff members
9. Work directly with administration to identify areas of concern and suggest/implement solutions
10. Other requirements as assigned by administration

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Teacher Assistant/Substitute Teacher Reports to: Assistant Principal

Salary Range: $20,000-30,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County): Mesquite, Dallas County

Number of Students anticipated in year one: 240 In year five: 2,700

Minimum Qualifications Required:

Education Required: Bachelors degree desired

Experience Required: Previous experience with children preferred

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
DeSoto ISD	057906	DeSoto	9,404	$16,964-19,956
Red Oak ISD	070911	Red Oak	5,584	$14,840-22,485
White Settlement	220920	White Settlement	6,562	$15,514-24,127

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Teacher Assistant/Substitute Teacher Reports to: Assistant Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Discuss assigned duties with classroom teachers in order to coordinate instructional efforts.
2. When substituting prepare lesson materials, bulletin board displays, exhibits, equipment, and demonstrations.
3. Tutor and assist children individually or in small groups in order to help them master assignments
4. Supervise students in classrooms, halls, cafeterias, school yards, and gymnasiums, or on field trips.
5. Distribute tests and homework assignments, and collect them when they are completed.
6. Enforce administration policies and rules governing students.
7. Observe students' performance, and record relevant data to assess progress.
8. Organize and supervise games and other recreational activities to promote physical, mental, and social develop
9. Prepare lesson outlines and plans in assigned subject areas, and submit outlines to teachers for review.
10. Other requirements as assigned by administration

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Superintendent Reports to: Board of Directors

Salary Range: 80,000-145,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Cell Phone

Proposed Location (City and County): Mesquite, Dallas County

Number of Students anticipated in year one: 240 In year five: 2,700

Minimum Qualifications Required:

Education Required: Master's Degree

Experience Required: Experience in operating a public, charter or private school. Proven record in school administration along with classroom experience.

Certification Required: Completion of Principal Certification and/or Superintendent certification or currently enrolled in Principal Certification and/or Superintendent certification.

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Sunnyvale ISD	057919	Sunnyvale	1,288	77,297
Kaufman ISD	129903	Kaufman	3,752	98,688
Royse City ISD	199902	Royse City	4,900	108,564

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Superintendent Reports to: Board of Directors

Job Duties: List up to 10 key duties this individual will perform.

1. Ensure board and staff complies with all state and federal guidelines including charter contract
2. Responsible for marketing and fundraising efforts of charter school
3. Research and write federal, non profit and private grants.
4. Recruit and retain highly qualified applicants in compliance with non-discrimination.
5. Execute all board decisions.
6. Responsible for maintaining high education achievements in alignment with PTAA vision, mission and goals.
7. Evaluate staff and identify opportunities for individual professional growth.
8. Reports to and is evaluated by the board of directors annually
9. Approve all submissions to TEA.
10. Other requirements as directed by the Board of Directors.

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Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Subject Teacher Reports to: Assistant Principal

Salary Range: 45,000 - 55,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County): Mesquite, Dallas County

Number of Students anticipated in year one: 240 In year five: 2,700

Minimum Qualifications Required:

Education Required: Bachelors Degree; Masters Preferred

Experience Required: None

Certification Required: Teaching Certification or Teaching certification in process

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Sunnyvale ISD	057919	Sunnyvale	1,288	52,519
Kaufman ISD	129903	Kaufman	3,752	47,107
Royse City ISD	199902	Royse City	4,900	48,838

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Subject Teacher Reports to: Assistant Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Effectively implements classroom coursework that keeps students engaged and contributes to academic success
2. Able to individualize curriculum as much as possible to meet every students academic needs
3. Communicate effectively and in timely manner with students, parents, peers and administration
4. Lead every student by example through positive role modeling and by displaying ethical traits at all times
5. Improves instruction in classroom through observation, data, test results and conferences
6. Assumes responsibility to meet all academic goals
7. Regularly collaborates with peers to enhance teaching and instructional experience for students
8. Creates a classroom atmosphere that infuses creativity in all aspects of education
9. Exhibit strong work habits, meet deadline and honor schedules
10. Other duties as assigned.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: STEM/CTE Reports to: Assistant Principal

Salary Range: 45,000-55,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County): Mesquite, Dallas County

Number of Students anticipated in year one: 240 In year five: 2,700

Minimum Qualifications Required:

Education Required: Masters Degree Preferred

Experience Required: None

Certification Required: Teaching Certification or Teaching certification in process

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Sunnyvale ISD	057919	Sunnyvale	1,288	52,519
Kaufman ISD	129903	Kaufman	3,752	47,107
Royse City ISD	199902	Royse City	4,900	48,838

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: STEM/CTE Reports to: Assistant Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Delivers STEM-oriented instruction through Project-Based Learning
2. Creates a classroom environment that is conducive to learning and is appropriate to the interests of the student
3. Ability to integrate multiple facets of technology to enhance learning and instruction.
4. Teaches students to work collaboratively to solve problems and to think logically and creatively.
5. Administers and analyzes standardized testing data and adjusts instructional strategies as needed.
6. Works directly with Robotics, Math, Technology, Science and Administration to guarantee students success
7. Regularly collaborates with peers to enhance teaching and instructional experience for students
8. Communicates with parents and administration on student progress.
9. Exhibit strong work habits, meet deadline and honor schedules
10. Other duties as assigned.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Special Education Paraprofessional Reports to: Special Eduction Coordinator/Principal

Salary Range: 18,000-30,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County): Mesquite, Dallas County

Number of Students anticipated in year one: 240 In year five: 2,700

Minimum Qualifications Required:

Education Required: Bachelors Degree Preferred

Experience Required: Two plus year education teaching experience.

Certification Required: None

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
White Settlement ISD	220920	White Settlement	6,562	$15,514-24,127
DeSoto ISD	057906	DeSoto	9,404	$18,176-21,168
Midlothian ISD	070908	Midlothian	7,720	$17,069-25,596

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Special Education Paraprofessional Reports to: Special Eduction Coordinator/Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Assist teacher in implementation of classwork that keeps students engaged and contributes to academic success
2. Assist teachers as directed in classroom with special need students.
3. Help in general house keeping.
4. Maintain confidentiality about students, their families and other employees of the school.
5. Supervises students in the classroom and during other activities.
6. Treat all students with dignity and respect.
7. Assist special education students in regular classrooms with class assignments
8. Keep detailed accounts and written evidence of preparation as required.
9. Work directly with teachers to identify areas of concern and suggest/implement solutions
10. Other requirements as assigned by administration

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Special Education Coordinator Reports to: Superintendent

Salary Range: 60,000 - 70,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County): Mesquite, Dallas County

Number of Students anticipated in year one: 240 In year five: 2,700

Minimum Qualifications Required:

Education Required: Masters Degree Preferred

Experience Required: Several years of special education experience

Certification Required: Special Education

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
White Settlement ISD	220920	White Settlement	6,562	$60,227-104,744
Red Oak ISD	070911	Red Oak	5,584	$69,914-98,506
Cleburne ISD	126903	Cleburne	6,596	$61,836-102,083

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Special Education Coordinator Reports to: Superintendent

Job Duties: List up to 10 key duties this individual will perform.

1. Ensures the school is in compliance with all state and federal regulations
2. Works directly with Special Ed teachers and provide support as needed
3. Represent the Special Education program to the superintendent, board and the principal
4. Attend ARD committee meetings to assist with IEP development and special ed student placements.
5. Monitor programs to ensure the goals are effectively met
6. Use reports and teacher recommendations to analyze and collect data to effectively gauge program success
7. Direct special education services for all students with disabilities
8. Create long and short term goals in order to implement special education services in all areas
9. Work directly with administration to identify areas of concern and suggest/implement solutions
10. Other requirements as assigned by administration

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Security Officer Reports to: Assistant Principal

Salary Range: 25,000-35,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County): Mesquite, Dallas County

Number of Students anticipated in year one: 240 In year five: 2,700

Minimum Qualifications Required:

Education Required: High School Diploma or GED

Experience Required: Military Service Preferred

Certification Required: Texas Commission on Private Security (TCPS) Level Two certificate

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Red Oak ISD	070911	Red Oak	5,584	$32,126-50,500
Midlothian ISD	070908	Midlothian	7,720	$20,474-30,720
White Settlement	220920	White Settlement	6,562	$14,810-28,474

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Security Officer Reports to: Assistant Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Respond to calls regarding classroom disturbances, behavior problems and related situations.
2. Ensure a smooth traffic flow of students through the hallways, assisting students with on-time arrival to class
3. Assist in investigation of illegal activities: search backpacks, cars and lockers.
4. Assist with supervision in the lunch periods and with morning arrival and afternoon dismissal of students
5. Remove disruptive students from classes when needed.
6. Assist visitors with directions and secure proper identification.
7. Challenge unauthorized visitors and escort them to exits.
8. Report any discipline infractions, unauthorized visitors, and acts of vandalism to the Principal / Asst Principal
9. Work directly with administration to identify areas of concern and suggest/implement solutions
10. Other requirements as assigned by administration

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Secretary Reports to: Superintendent / Principal

Salary Range: 20,000-30,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County): Mesquite, Dallas County

Number of Students anticipated in year one: 240 In year five: 2,700

Minimum Qualifications Required:

Education Required: High School Diploma or GED

Experience Required: Two plus years of clerical experience; experience with handling confidential information and basic clerical duties.

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
White Settlement ISD	220920	White Settlement	6,562	$15,514-24,127
Midlothian ISD	070908	Midlothian	7,720	$20,280-30,429
Royse City ISD	199902	Royse City	4,900	$20,125-29,556

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Secretary Reports to: Superintendent / Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Organize and maintain an efficient office that handles a variety of tasks for administration, faculty & students
2. Adhere to requirements for students records, employee data and other school sensitive materials.
3. Respond to routine requests for information, and transcribing, word processing, and proofing letters.
4. Act as a receptionist, greeting visitors, answering telephone in a pleasant and efficient manner when needed
5. Communicates with parents and school counselors on student progress.
6. Register new students, secure appropriate student records and maintain confidential student records.
7. Maintain a current school calendar of events and use of facilities.
8. Take independent action in completing duties.
9. Follow all state, local and federal guidelines in completing assigned duties.
10. Other requirements as assigned by administration

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Robotics/Technology Reports to: Assistant Principal

Salary Range: 45,000 - 55,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County): Mesquite, Dallas County

Number of Students anticipated in year one: 240 In year five: 2,700

Minimum Qualifications Required:

Education Required: Masters Degree Preferred

Experience Required: None

Certification Required: Teaching Certification or Teaching certification in process

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Sunnyvale ISD	057919	Sunnyvale	1,288	52,519
Kaufman ISD	129903	Kaufman	3,752	47,107
Royse City ISD	199902	Royse City	4,900	48,838

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Robotics/Technology Reports to: Assistant Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Ability to teach all levels of robotics and computer technology and is committed to education of all students.
2. Develop a balanced program with activities designed to encourage students to develop good skills & attitude.
3. Be responsible for robotics equipment.
4. Able to demonstrate projects so students can see the concepts in action for every lesson.
5. Document work to pass on to future students, robotic instructors and mentors
6. Works directly with STEM admin, Math and Science peers and Administration to guarantee students success
7. Regularly collaborates with peers to enhance teaching and instructional experience for students
8. Communicates with parents and administration on student progress.
9. Exhibit strong work habits, meet deadline and honor schedules
10. Other duties as assigned.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Registrar Reports to: Assistant Principal

Salary Range: 20,000-30,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County): Mesquite, Dallas County

Number of Students anticipated in year one: 240 In year five: 2,700

Minimum Qualifications Required:

Education Required: High School Diploma or GED

Experience Required: Two plus years of registrar experience; experience with handling confidential information and basic clerical duties.

Certification Required: N/A

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Red Oak ISD	070911	Red Oak	5,584	$20,869-37,046
DeSoto ISD	057906	DeSoto	9,404	$26,216 - 29,832
White Settlement	220920	White Settlement	6,562	$18,775 - 36,612

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Registrar Reports to: Assistant Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Collect all data on new students, set up appointment with counselor, notify teachers of new student.
2. Prepare withdrawal form for student, send student records to new school, record data of students.
3. Maintains a database of grades and attendance.
4. Generates report cards and transcripts to verify credits to fulfill graduation requirements.
5. Provide transcripts to colleges and technical schools upon request.
6. Compile information for school newsletter, website and catalogs, course description books.
7. Handle all professional correspondence and reports for school counselors.
8. Put together agenda for each parent meeting, set up presenters and equipment for these meetings .
9. Compiles and distribute honor roll list to appropriate staff
10. Other requirements as assigned by administration

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Receptionist Reports to: Assistant Principal

Salary Range: 20,000-30,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County): Mesquite, Dallas County

Number of Students anticipated in year one: 240 In year five: 2,700

Minimum Qualifications Required:

Education Required: High School Diploma or GED

Experience Required: Two plus years of receptionist/clerical experience; experience with handling confidential information and basic clerical duties.

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Red Oak ISD	070911	Red Oak	5,584	$20,135-29,556
Midlothian ISD	070908	Midlothian	7,720	$18,438-27,650
White Settlement	220920	White Settlement	6,562	$22,511-36,205

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Receptionist Reports to: Assistant Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Answers phone calls in a pleasant, informed manner for the purpose of providing information
2. Manages telephone message system (office hours, inclement weather and other recorded messages)
3. Greets visitors to the school in a pleasant and informed manner
4. Responds to inquiries for the purpose of referrals and directions as may be required
5. Forwards requests for information and messages to the appropriate individuals
6. Maintains office meeting calendar and schedules meetings held at school
7. Maintains, sorts and distributes mail for school
8. Performs other clerical tasks as assigned including word processing and creating databases, etc.
9. Follow all state, local and federal guidelines in completing assigned duties.
10. Other requirements as assigned by administration

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Principal Reports to: Superintendent

Salary Range: 65,000 - 75,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Cell Phone

Proposed Location (City and County): Mesquite, Dallas County

Number of Students anticipated in year one: 240 In year five: 2,700

Minimum Qualifications Required:

Education Required: Master's Degree or enrolled in Master's Degree program

Experience Required: Three plus years of experience teaching and 1 plus year of administration.

Certification Required: Administrative Certification preferred.

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Sunnyvale ISD	057919	Sunnyvale	1,288	76,793
Kaufman ISD	129903	Kaufman	3,752	75,012
Royse City ISD	199902	Royse City	4,900	70,065

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Principal Reports to: Superintendent

Job Duties: List up to 10 key duties this individual will perform.

1. Provide educational and instructional leadership for the charter school campus
2. Takes corrective actions based on education program outcomes and findings.
3. Responsible for administrative duties of the entire campus.
4. Work as a liaison between superintendent, staff, students and parents
5. Support the entire charter campus staff and provide professional development opportunities
6. Works directly with all campus committee to plan and evaluate all campus eduction programs
7. Ensures the proper and quick handling of all campus conflicts.
8. Ensures a safer environment for staff and student
9. Lead the campus by setting the example
10. Other requirements as directed by the Board of Directors or Superintendent

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: PEIMS Coordinator Reports to: Superintendent

Salary Range: 55,000-65,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County): Mesquite, Dallas County

Number of Students anticipated in year one: 240 In year five: 2,700

Minimum Qualifications Required:

Education Required: Bachelors Degree Preferred

Experience Required: Experience with handling of confidential information, data entry & record maintenance.

Certification Required: N/A

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
White Settlement ISD	220920	White Settlement	6,562	$43,952-63,262
Red Oak ISD	070911	Red Oak	5,584	$35,841-64,406
Midlothian ISD	070908	Midlothian	7,720	$43,200-77,760

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: PEIMS Coordinator Reports to: Superintendent

Job Duties: List up to 10 key duties this individual will perform.

1. Submit complete and accurate PEIMS data to TEA in prescribed format
2. Create test scenarios to authenticate and verify data to ensure accuracy of all information.
3. Collect and enter attendance and PEIMS data into appropriate forms.
4. Process new student records, failure reports and maintain confidentiality of all data
5. Attend all PEIMS related seminars and training.
6. Submit , maintains and file all reports, records and other documents as required
7. Coordinate auditing of District PEIMS data against campus records and generate report on findings
8. Works with campuses, business and personnel office staff to collect, organize and format data.
9. Provide counseling to middle school individuals; identifying those at risk of failing or not meeting STAAR require
10. Other requirements as assigned by administration

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Special Education Teacher Reports to: Special Eduction Coordinator/Principal

Salary Range: 45,000-55,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County): Mesquite, Dallas County

Number of Students anticipated in year one: 240 In year five: 2,700

Minimum Qualifications Required:

Education Required: Masters Degree Preferred

Experience Required: Knowledge of Admission, Review and Dismissal (ARD) committee process and Individual Education Plan (IEP) goal setting process. Two plus year experience preferred.

Certification Required: Special Education certification

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed online through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Sunnyvale ISD	057919	Sunnyvale	1,288	$50,900-51,600
Red Oak ISD	070911	Red Oak	5,584	$45,400-45,900
White Settlement	220920	White Settlement	6,562	$47,600-47,900

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Special Education Teacher Reports to: Special Eduction Coordinator/Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Effectively implements classroom coursework that keeps students engaged and contributes to academic success
2. Works directly with Special Education coordinator and look for support as needed
3. Possess knowledge of ARD committee processes and IEP goal setting and monitoring.
4. Communicate effectively with student, parents and staff about learning plans, strategies and goals.
5. Complete necessary ARD paperwork to best assist the student
6. Offer assistance, training and resources to classroom teacher to better assist and modify student work
7. Assist special education students in regular classrooms with class assignments
8. Keep detailed accounts and written evidence of preparation as required.
9. Work directly with administration to identify areas of concern and suggest/implement solutions
10. Other requirements as assigned by administration

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Nurse Reports to: Assistant Principal

Salary Range: 45,000-60,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County): Mesquite, Dallas County

Number of Students anticipated in year one: 240 In year five: 2,700

Minimum Qualifications Required:

Education Required: Bachelors Degree

Experience Required: 2 year clinical acute care experience; School healthcare experience preferred

Certification Required: Valid Texas license issued by the TBNE.

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Lancaster ISD	057913	Lancaster	6,820	$35,332-48-365
Red Oak ISD	070911	Red Oak	5,584	$42,250-60,969
White Settlement	220920	White Settlement	6,562	$22,664-39,432

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Nurse Reports to: Assistant Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Provide first aid and care for sick or injured student or staff; notify parents or authority as needed.
2. Recommends and helps to implement modifications of school programs to meet students' health needs.
3. Utilizes existing health resources to provide appropriate care of student
4. Maintains, evaluates, and interprets cumulative health data to accommodate individual needs of students.
5. Develops procedures and provides for crises intervention for acute illness, injury and emotional disturbances.
6. Recommends provisions for a school environment conducive to learning
7. Coordinates school and community health activities; serves as a liaison person between school and community
8. Acts as a resource person in promoting health careers.
9. Work directly with administration to identify areas of concern and suggest/implement solutions
10. Other requirements as assigned by administration

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Math/Science Teacher Reports to: Assistant Principal

Salary Range: 45,000-55,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County): Mesquite, Dallas County

Number of Students anticipated in year one: 240 In year five: 2,700

Minimum Qualifications Required:

Education Required: Masters Degree Preferred

Experience Required: None

Certification Required: Teaching Certification or Teaching certification in process

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Sunnyvale ISD	057919	Sunnyvale	1,288	52,519
Kaufman ISD	129903	Kaufman	3,752	47,107
Royse City ISD	199902	Royse City	4,900	48,838

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Math/Science Teacher Reports to: Assistant Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Demonstrates a working knowledge of methods, materials and techniques used to teach math and science.
2. Uses a variety of instructional techniques and materials, which are appropriate to meet the needs of all students
3. Organizes classroom systems/procedures and manages student behavior to ensure all students are fully engage
4. Maintains a high level of awareness regarding research and recent developments that will benefit students
5. Coordinates activities for students related to mathematics such as Mathletes, Science Fair and Outdoor Ed.
6. Works directly with Robotics, STEM and Administration to guarantee students success
7. Regularly collaborates with peers to enhance teaching and instructional experience for students
8. Communicates with parents and administration on student progress.
9. Exhibit strong work habits, meet deadline and honor schedules
10. Other duties as assigned.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Language Teacher Reports to: Assistant Principal

Salary Range: 50,000-60,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County): Mesquite, Dallas County

Number of Students anticipated in year one: 240 In year five: 2,700

Minimum Qualifications Required:

Education Required: Bachelors Degree Preferred

Experience Required: None

Certification Required: Teaching Certification or Teaching certification in process

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Sunnyvale ISD	057919	Sunnyvale	1,288	52,519
Kaufman ISD	129903	Kaufman	3,752	47,107
Royse City ISD	199902	Royse City	4,900	48,838

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Language Teacher Reports to: Assistant Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Develops lesson plans and supplementary materials compatible with the basic instructional philosophy.
2. Provides learning experiences which develop the basic communication skills
3. Provides individualized and small group instruction in order to adapt the curriculum to the needs of all students
4. Develops student understanding and appreciation of culture of countries where foreign language is spoken
5. Evaluates progress in speaking, reading and writing the foreign language in relationship to the level being taught
6. Assumes responsibility to meet all academic goals
7. Regularly collaborates with peers to enhance teaching and instructional experience for students
8. Communicates with parents and administration on student progress.
9. Exhibit strong work habits, meet deadline and honor schedules
10. Other duties as assigned.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Guidance Counselor Reports to: Assistant Principal

Salary Range: 50,000-60,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County): Mesquite, Dallas County

Number of Students anticipated in year one: 240 In year five: 2,700

Minimum Qualifications Required:

Education Required: Masters degree; Masters degree in Guidance Counseling desired.

Experience Required: Two plus years experience in related area

Certification Required: Valid Texas Counseling certification

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Aledo ISD	184907	Aledo	4,874	$48,090
Cleburne ISD	126903	Cleburne	6,596	$59,562-85,709
Little Elm ISD	061914	Little Elm	6,637	$51,787-74,521

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Guidance Counselor Reports to: Assistant Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Provide counseling to individuals & groups; identifying those at risk of failing or not meeting STAAR requirement
2. To provide planned occupational information programs for introducing the student to the world of work
3. To maintain accurate and up-to-date permanent record folders.
4. To consult with teachers, principal, nurse, and parents relative to students and their problems
5. To work closely with classroom teachers in planning and implementing group guidance sessions.
6. Manage students Academic Achievement Plans
7. Make recommendations to students regarding class selection that take into consideration the student's abilities.
8. Be available for parent conferences in conjunction with the regular school-wide conference.
9. Follow all state, local and federal guidelines in completing assigned duties.
10. Other requirements as assigned by administration

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Elective Teacher Reports to: Assistant Principal

Salary Range: 45,000-55,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County): Mesquite, Dallas County

Number of Students anticipated in year one: 240 In year five: 2,700

Minimum Qualifications Required:

Education Required: Bachelors Degree Preferred

Experience Required: None

Certification Required: Teaching Certification or Teaching certification in process

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Sunnyvale ISD	057919	Sunnyvale	1,288	52,519
Kaufman ISD	129903	Kaufman	3,752	47,107
Royse City ISD	199902	Royse City	4,900	48,838

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school:	Pioneer Technology & Arts Academy
Name of sponsoring entity:	Meadow Oaks Education Foundation

Position: Elective Teacher Reports to: Assistant Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Effectively implements classroom coursework that keeps students engaged and contributes to academic success
2. Able to individualize curriculum as much as possible to meet every students academic needs
3. Communicate effectively and in timely manner with students, parents, peers and administration
4. Lead every student by example through positive role modeling and by displaying ethical traits at all times
5. Improves instruction in classroom through observation, data, test results and conferences
6. Assumes responsibility to meet all academic goals
7. Regularly collaborates with peers to enhance teaching and instructional experience for students
8. Creates a classroom atmosphere that infuses creativity in all aspects of education
9. Exhibit strong work habits, meet deadline and honor schedules
10. Other duties as assigned.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Assistant Principal Reports to: Principal

Salary Range: 55,000 - 65,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Cell Phone

Proposed Location (City and County): Mesquite, Dallas County

Number of Students anticipated in year one: 240 In year five: 2,700

Minimum Qualifications Required:

Education Required: Bachelors Degree; Masters Preferred

Experience Required: Three plus years of experience teaching ; administration experience preferred

Certification Required: Assistant Principal or Administrative Certification preferred.

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Sunnyvale ISD	057919	Sunnyvale	1,288	76,793
Kaufman ISD	129903	Kaufman	3,752	75,012
Royse City ISD	199902	Royse City	4,900	70,065

Generation 20 Open-Enrollment Charter Application

Attachment O3 - Supplemental Human Resources Information Form

Name of proposed charter school: Pioneer Technology & Arts Academy

Name of sponsoring entity: Meadow Oaks Education Foundation

Position: Assistant Principal Reports to: Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Ensure compliance with all state and federal mandates.
2. Implementation of behavior policies, discipline infractions and oversee in school suspension.
3. Work directly with principal and staff to ensure proper implementation of education curriculum.
4. Works directly with Principal in selection, retention and growth of staff
5. Improves instruction in classroom through observation, data, test results and conferences
6. Ensures the training needs of all staff members are met and certifications are current.
7. Works directly with PEIMS coordinator.
8. Oversee all campus teaching staff, support staff as directed by the Principal
9. Communicate and provide information in a timely fashion to parents and community
10. Other requirements as directed by the Board of Directors, Superintendent or Principal

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Attachment O4

Teacher Evaluation Tool(s)

Attachment O4 – provide any teacher evaluation tool(s) beyond the Professional Development Appraisal System (PDAS) to be used, and explain how teachers will be supported, developed, and evaluated each school year.

PTAA will utilize elements of the Professional Development Appraisal System (PDAS) and will additionally support, develop and evaluate teachers as follows:

A combination of formal classroom observations, walkthroughs and self-evaluations will be used to provide an annual evaluation of each teacher. Teachers will have an opportunity to view and comment on performance documentation provided to them throughout the school year. Teachers will be encouraged to participate in professional development and learning opportunities in order to improve learning and further the mission and goals of the school. An evaluation instruments will be approved by the Board of Directors after award of the charter contract and prior to the beginning of the first school year.

SUPPLEMENTAL EVALUATION TOOL[1] - TEACHER OBSERVATION

Teacher's Name: _____ Date: _____

[1] To be used in conjunction with select elements of PDAS and formal evaluation instrument to be adopted by the Board of Directors.

Grade/Subject: _____

Evaluator: _____

Evaluation Scale: E – Exceeds Expectations
M – Meets Expectations
N – Needs Improvement
N/A – Not Applicable/Not Observed

____ 1. Utilizes class period in a productive manner

Notes: _____
_____

____ 2. Designs lessons plans and objectives that are valid, purposeful and relate to accepted curriculum

Notes: _____
_____

____ 3. Communicates objectives or learning outcomes clearly to students

Notes: _____
_____

____ 4. Displays adequate knowledge of subject for lesson being presented

Notes: _____
_____

____ 5. Maintains discipline and control of students

Notes: _____
_____

____ 6. Demonstrates sensitivity to differences which may include abilities, modes of contribution and cultural backgrounds

Notes: _____
_____

EVALUATION - TEACHER OBSERVATION
DATE: _____

Evaluator Comments:

Teacher Comments:

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

EVALUATION - TEACHER OBSERVATION
DATE: _____

Attachment O5

Principal Resume/Curriculum Vitae

Attachment O5

Principal/Principal Candidate Qualifications

Pioneer Technology & Arts Academy has not yet identified a principal candidate at this time. We will not be hiring a principal until second year of charter approval. Superintendent will also do Principal duties first year and will utilize Assistant Principal help in the first year.

As depicted in Supplemental HR forms, Pioneer Technology and & Arts Academy will be looking for following qualifications in a Principal Candidate:

Education: Master's Degree or enrolled in Master's Degree program

Experience: Three plus years of experience teaching and 1 plus year of administration experience in Public, Charter and Private School. Demonstrate strong work ethics, leadership qualities and management abilities.

Certifications: Administrative Certification preferred.

Job Description:

- Provide educational and instructional leadership for the charter school campus

- Takes corrective actions based on education program outcomes and findings.

- Responsible for administrative duties of the entire campus.

- Work as a liaison between superintendent, staff, students and parents.

- Support the entire charter campus staff and provide professional development opportunities.

- Works directly with all campus committee to plan and evaluate all campus education programs.

- Ensures the proper and quick handling of all campus conflicts.

- Ensures a safer environment for staff and student.

- Lead the campus by setting the example.

- Other requirements as directed by the Board of Directors or Superintendent.

Attachment O6

Superintendent Resume/Curriculum Vitae

Attachment O6

Superintendent/Superintendent Candidate Qualifications

Pioneer Technology & Arts Academy has not yet identified a superintendent candidate at this time. We have been constantly interviewing good candidates and the board will be making decision in near future.

As depicted in Supplemental HR forms, Pioneer Technology and & Arts Academy will be looking for following qualifications in a superintendent:

Education: Master's Degree

Experience: At least 8+ years of experience in operating a public, charter or private school as an Administrator, classroom teacher and educator. Proven record in school administration along with distinct classroom experience.

Certifications: Completion of Principal Certification and/or Superintendent certification or currently enrolled in Principal Certification and/or Superintendent certification.

Job Description:

- Ensure board and staff complies with all state and federal guidelines including charter contract

- Responsible for marketing and fundraising efforts of charter school

- Research and write federal, non profit and private grants.

- Recruit and retain highly qualified applicants in compliance with non-discrimination.

- Execute all board decisions.

- Responsible for maintaining high education achievements in alignment with PTAA vision, mission and goals.

- Evaluate staff and identify opportunities for individual professional growth.

- Reports to and is evaluated by the board of directors annually

- Approve all submissions to TEA.

- Other requirements as directed by the Board of Directors.

Texas Education Agency
Division of Charter School Administration
Generation Twenty Applicant Interview

Pioneer Technology & Arts Academy
Proposed School Name

Meadow Oaks Education Foundation
Sponsoring Entity

Thursday, May 7, 2015
8:00 - 9:30

Please Print Name	Title	Signature
SHUBHAM PANDEY	Board Chair/CEO	
BETTY HASTINGS	Board ~~Chair~~ Member	
MISTY THORNTON	Board Member	
JOSEPH HOFFER	General Consel	