RFA 701-16-106

# APPLICATION COVERSHEET

Bridgeway Preparatory Academy Charter School

**Proposed Generation Twenty-Two Charter Name**

Texas Programs For Alternative Education

**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 therein.*

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

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

Chairperson of Governing Body of Sponsoring Entity: _____

CEO of Sponsoring Entity: Natalie Davenport, Ph.D.

CEO/Superintendent of Proposed Charter School: Natalie Davenport, Ph.D.

Contact Name: Natalie Davenport, Ph.D. Contact E-mail Address: ndavenport@spedservices.com

Contact Phone #: 972-243-4102 Contact Fax #: 469-621-2728

Board Member Who Attended an Applicant Conference: Brandy DeDe, Ph.D. Date of Conference: 9/19/2016

Applicant Mailing Address (This address will be used for contact regarding this application.):

4100 Alpha Road, Ste 1150 Dallas, Texas 75244

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

Same

Number of Campuses Being Requested: 2

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 and Tarrant Counties) Carrollton/Farmers Branch, Fort Worth

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: 286

☐ Pre-K3 ☒ Pre-K4 ☒ K ☒ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

**Year 2:** Estimated Enrollment: 390

☒ Pre-K3 ☒ Pre-K4 ☒ K ☒ 1 ☒ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

**Year 3:** Estimated Enrollment: 780

☒ Pre-K3 ☒ Pre-K4 ☒ K ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

**Year 4:** Estimated Enrollment: 988

☒ Pre-K3 ☒ Pre-K4 ☒ K ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

**Year 5:** Estimated Enrollment: 1196

☒ Pre-K3 ☒ Pre-K4 ☒ K ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

**At Capacity:** Maximum Enrollment: 1560

☒ 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-Two Open-Enrollment Charter Application Subchapter D Instructions and Guidelines document.

Natalie Davenport — 11/21/2016 — Natalie Davenport, Ph.D.

(BLUE INK) Signature of Chief Executive Officer of Sponsoring Entity — Date — Printed Name

Natalie Davenport — 11/21/2016 — Natalie Davenport, Ph.D.

(BLUE INK) Signature of Application Preparer — Date — Printed Name

With what company is the application preparer associated? DAS,Inc Was preparer paid? ☐ Yes ☒ No

# APPLICATION TEAM PROFILE

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

| Full Name | Current Job Title and Employer | Position with Proposed School |
|---|---|---|
| Natalie Davenport, Ph.D. | CEO DAS, Inc | CEO/Superintendent |
| Tommy Fuller | CEO Fuller Law Firm | Legal Advisor |
| Brandy DeDe | Diagnostic Assessment Services - LSSP | Board Member-Secretary |
| Dana Galzier | Senior Grant Writer - United Way | Board Member - Parent of Sped child |
| Diana Barrier | CEO 1492 Digital | Board Member |
| Diane Jones | Great Hearts - Regional Sped Director | Board Member |
| Larry Lundy | CEO Lundy Marketing Group | Board Member |
| Lester Hunter | CEO Olan Financial Group | Board Member - Treasurer |
| | | |

**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 2016-17 or 2017-18 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 2017-18?**

☐ 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.

☐ Currently operates a school or schools in Texas or another state.

☐ 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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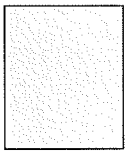

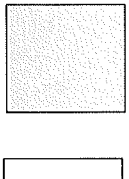

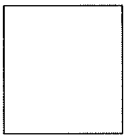

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| | | |
|---|---|---|
| **I. Applicant is an In-State organization?** | Yes ☒ | No ☐ |
| **II. Applicant is an Out-of-State organization?** | Yes ☐ | No ☒ |

**NARRATIVE (1)** - State the mission and vision of the proposed charter school.

**NARRATIVE (2)** - Provide a succinct overview of how the school's mission will be aligned with the instructional program. Provide any related research or experience that indicates why the applicant has chosen to use this approach among the anticipated student population.

Press to Input Narrative Response

EDUCATION PLAN – PHILOSOPHY

**Evaluation Criteria**
**A response that meets the standard will:**

- Articulate the mission and vision clearly and concisely.
- Provide compelling evidence that the proposed school will provide an innovative approach to a diversity of students.
- Rationalize the approach that has been proposed for the anticipated student population.
- Present measurable educational goals.

**NARRATIVE (1)** - State the mission and vision of the proposed charter school.

***INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.***

Imagine Adam, an Autistic child who had the support of his family – and a private team of educational professionals. Adam, now in his late twenties, has secured a full-time job where he receives benefits, works in a cubicle and best of all, he's proud to show off his employee badge.

Or Joshua, at seventh grade he had a severe reading comprehension disability and Attention Deficit/Hyperactivity Disorder. With the assistance of a private educational team, Joshua completed college, was accepted to law school, and is now a successful patent attorney.

Over the course of the past 36 years, Dr. Natalie Davenport has worked with hundreds of children who have struggled in school. She has seen many families spend countless hours and thousands of dollars working with teams of educational professionals trying to prepare their children for fulfilling and productive lives. Imagine what would happen if all students had a public school choice that was committed to the same outcomes despite individual financial means.

Bridgeway Preparatory Academy is setting out to serve this role.

Mission: The MISSION of Bridgeway Preparatory Academy is to produce expert learners who achieve their full potential. These expert learners who are skillful, ambitious, and energized, will develop an insatiable thirst for knowledge as a result of educational supports that enable them to know that their gifts are of value and their contributions will positively impact society.

Vision: The VISION of Bridgeway Preparatory Academy is to be a barrier free, innovative, inclusive and personalized educational program that is supported by technology. This program will empower students to independently seek out learning and exploration now and throughout their lives.

Our staff of educational and mental health experts, community liaisons and parent advocates will use a community learning approach to accomplish our mission and vision based on the following principles:
- Facilitate a paradigm shift of the school and community from exclusion to inclusion of all individuals:
- Develop a school culture committed to high academic achievement for all through holistic educational programming;
- Promote collaboration and team problem solving through on-going communication;
- Provide frequent and transparent assessment to inform teachers, students and parents of educational progress;
- Utilize technology in all aspects of instruction and assessment to provide a level playing field for all students;
- Create a network of community resources to ensure successful transition from home to school to adulthood; and
- Ensure that students have community experiences that enable them to become active, productive citizens.

We will accomplish our Vision and Mission by adhering to the Bridgeway Preparatory Academy's Core Values:
- Respect every student for who they are and how they learn,
- Accept and include every student in all aspects of educational life,
- Individualize creative learning opportunities to address specific needs, skill sets and passions,
- Operate with vigor and passion providing a robust educational environment that continually engages the student,
- Exude love in all of our actions, everyday, all of the time.

**NARRATIVE (2)** - Provide a succinct overview of how the school's mission will be aligned with the instructional program. Provide any related research or experience that indicates why the applicant has chosen to use this approach among the anticipated student population.

***INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.***

Within the last 20 years, and the growth of the charter school network, parents are no longer limited to a private/ community public education option. The charter school paradigm offers families a myriad of choices based on the understanding of their child's educational needs. With this in mind, however, both in charter and community independent school district settings, the challenges of educating those students who present with unique learning, social and emotional strengths and weaknesses often go unaddressed or are remediated with minimal success.

There is a need for a school that provides instruction for these students (cognitive and or language different to the gifted, unmotivated or bored) who are not reaching their full potential as a result of an educational environment that does not meet their needs. The needs of these students require creative flexibility in developing an academic, emotional, social and behavioral programmatic structure that is parent friendly (Li-Grining, Votruba-Drzal, Maldonado-Carreno & Haas, 2010). When students have family involvement, a creative educational environment that supports their academic and social adjustment, emotional regulation, physical health and cognitive development, the prospects for secondary success increase drastically. (Hair, Halle, Terry-Humen, Lavelle & Calkins 2006).

Bridgeway Preparatory Academy aims to ensure that, despite financial resources, every child will have the opportunity to succeed in school and life as a result of building a solid educational foundation that fuels an insatiable thirst for learning and desire for excellence. This public community school option will meet the needs of the unchallenged gifted, language different and academically and socially deficient student. The TEKS curriculum will be used to ensure that each child has the fundamental knowledge to excel in the Bridgeway environment and throughout the school experience. This curriculum will be delivered through the use of technology and the innovative framework of Universal Design for Learning (UDL). As outlined in the Higher Education Opportunity Act of 2008, Universal Design for Learning creates a scientifically valid framework for guiding educational practice that provides flexibility in presentation, engagement and the way students demonstrate knowledge by reducing the barriers to instruction for all. (HEOE in UDL 2016).

The UDL Framework has been the subject of exhaustive peer reviewed publications (Rose, Gravel, 2010). With UDL, the underlying goal is to produce expert learners. The Center for Applied Special Technology (CAST) has defined the expert learner as someone who is resourceful and knowledgeable, strategic and goal-directed, motivated and purposeful. (NCUDL 2014). Expert learners bring extensive background knowledge to the learning task and can activate and reorganize to transform new information into meaningful usable knowledge. They can plan and employ strategies and tactics to optimize learning, monitor progress and revise unsuccessful learning strategies. The expert learner is a motivated, goal oriented student who can identify impediments, eliminate distractions and establish increasingly complex goals for themselves. While UDL is utilized to develop inclusive schools in other states, there are few opportunities for this barrier free, fully inclusive environment within Texas.

The UDL approach enables each student to receive a holistic, personalized education in an inclusive environment that addresses barriers to a full educational experience. Fundamental to the UDL research is that there is no "average student" and by categorically defining students (disabled, smart, or average) we overlook their important qualities and characteristic (Rose & Meyer, 2002, pg.38). UDL is based on three principles that are created from neuroscience research on how people learn. These three guiding principles:

1. Provide multiple means of representation to give learners various ways of acquiring information and knowledge: Through multiple means of representation, instruction will provide various options for perceiving and organizing information. This includes options in language presentation as well as how they demonstrate understanding, thus promoting more utilization of learning content across academic environments.

2. Provide multiple means of action and expression to provide learners alternatives for demonstrating what they know: Through multiple means of action and expression, students become strategic and goal oriented. Through options for physical activity, ways of communicating and avenues to plan, manage and monitor progress students are more efficient and effective at revealing their understanding of the curriculum objective.

3. Provide multiple means of engagement, to tap into learner's interests, learning strengths and motivation: When students are provided with multiple options to engage their interest, they tend to sustain their efforts and regulate the motivation through the use of strategies and skills that best meet their individual needs.

Bridgeway Preparatory Academy strives to eliminate all barriers in the learning environment while maintaining high achievement outcomes for all students including those with language differences, academic weaknesses and disabilities and those who excel academically. Our commitment is to rigorously implement the UDL approach based on the following educational goals and innovative fundamentals:

Academic Competence
Goal: Using an innovative instructional approach and ongoing performance data, students will develop the knowledge and skills necessary to achieve their full academic potential as demonstrated by mastery of TEKS (Math and Reading/ ELA, Science, Social Studies, etc...) objectives.

Innovation: Bridgeway Preparatory will use the Universal Design for Learning (UDL), framework eliminating barriers and focusing on personalized instructional approaches aligned to the individual needs of the child. As implemented at the Henderson School in Boston, Massachusetts, our inclusive, personalized program will rely on technology with an infusion of the arts throughout the educational programming. With UDL teachers will be able to provide meaningful, rigorous instruction for students with a wide range of strengths and weaknesses including students with severe cognitive impairments to the twice exceptional gifted students (Those with learning differences and giftedness). Through a personalized, implementation of the four critical elements of UDL this approach will consequentially change the trajectory of educational success for students: Lawrence (2011) identifies these critical elements as:

1. Clear Goals: Every student will be instructed with educational goals that address their needs in a manner that is clearly articulated and understandable to both the teacher and student. Through the UDL approach the overall goal or big idea, an essential part of the learning process, will be clearly articulated. Giving the big idea will allow students to see the big picture, and make connections because of the relevance to their learning out comes. This will enable them to understand why the learning objectives are important rather than focusing on disconnected details, thus giving them a sense of purpose and relatedness.

2. Intentional Planning for Learner Variability: Every student, especially those that are marginalized (at both ends of the educational spectrum), will experience an education that is the result of proactive planning, that anticipates needs, addresses different learning abilities and eliminates learning barriers while maintaining the rigor of the lesson. With the UDL approach to lesson preparation teachers are given the proactive opportunity to consider the barriers to learning for each student. Similar to the critical elements, five components are considered in the lesson planning process: Outcomes, learner needs, assessments, instructional experience (methods, materials and resources) and reflection and new understanding (Lawrence 2011). This allows teachers to consider the learning process based on each student's individual needs, their barriers and the supports that will enable them to overcome obstacles to gaining full access to the presented material. This approach also eliminates the typical retrofitting that occurs when the arbitrarily designed instruction fails to meet the learner's needs.

3. Flexible Methods and Materials: Every student is educated utilizing flexible methods and materials that are engaging, taking into account student interest, and supported through the use of technology. This allows for goal setting, self-assessment and reflection. Multiple approaches and resources enable teachers to address the potential barriers while considering the multiple intelligences and learning preferences of each child (Metcalf 2011). Through the use of varied activities and resources for engagement and representation teachers can offer flexibility from the start.

4. Timely Progress Monitoring: Every student receives feedback as a result of frequent and timely formative and summative assessment that allows for reflection and new understandings to support student outcomes. Because of the infusion of technology in all aspects of UDL, with assessment, the teacher's time is spent providing curricular changes

and modified student supports resulting in effective and timely interventions. Likewise, students have the opportunity to review their work through student friendly representations (graphs, charts and visual representations) thus allowing them to be more self reflective which may enhance motivation as well (Hall, Vue & Mengel 2014).

Social/Emotional Wellness

Goal: Provide instruction to every student in social emotional development and resilience on a weekly basis to ensure social adeptness and emotional balance. Through the use of student class engagement, teacher training and parent support, students will develop the social skills to engage in positive interpersonal relationships in the school, home and community.

Innovation: Bridgeway Preparatory Academy will adopt a school and community approach for mental and social well-being that integrates the school program and family resources. This approach teaches students skills to promote positive social behaviors and offers families a community mental health center that leases space from the school. This community partner provides teacher training and family mental health services through pro bono, insurance, Medicaid and sliding scale fees.

School based social/emotional learning should be a fundamental aspect of the overall instructional processes throughout a child's academic career. Quality education should teach young people to practice safe healthy behaviors, interact in socially skilled and respectful ways, be responsible to their peer group, family, school and community and possess basic work habits and values for meaningful employment and citizenship (Greenberg, et al. 2003). Moreover, Weissberg & Greenberg (1998) found that when classroom instruction is coupled with peer, family, school and mental health reinforcement, there is an increased likelihood that children will adopt positive social behaviors and health practices.

For Social/Emotional Learning, Bridgeway will use the Why Try Resilience and social/emotional curriculum, a research-based program currently implemented in over 20,000 organizations in all 50 of the United States, as well as Canada, the UK, and Australia (Why Try 2016). Students learn appropriate social and emotional principles in a manner that they remember and understand. This fun and child centered approach is based on sound researched principles, that include social and emotional intelligence and solution-focused therapy, taught through a multi-sensory paradigm. Topics include important life skills such as consequential learning, peer pressure, and accessing support systems, through the engagement of all major learning styles.

Consistent with the Universal Design Learning framework of information presentation, engagement and expression the Why Try curriculum offers teachers a variety of instructional approaches to engage students in the learning concepts. Students are offered the ability to express their learning, through art and music as well as the traditional approach to learning. Growth and development is difficult for the most well adjusted child. Acquiring the skills to successfully interact with peers, develop consequential learning, acquire techniques to initiate and engage in successful school relationships is crucial. While originally designed for students with special needs, many school districts have implemented a district wide program that has been successful across student skill and ability levels.

Finally, students who have other deficits that may exacerbate the delay in effective social and emotional development, learning to initiate friendships and deal with the adversities that are inherent in growing up, are even more difficult. This research based program was developed to support students in this process by providing real world opportunities to acquire the social and emotional skills necessary to develop successful interpersonal relationships.

One of our other methods engages the Synergy Center for Wellness, a collaborative community partner that will lease space to provide mental health services to any family seeking support regardless of the ability to pay. Bridgeway Preparatory Academy, will partner with this school-based mental health program to offer a vehicle for those parents choosing to seek mental health support for themselves or their families. School-based health centers (SBHCs) play an increasingly major role in providing mental health services for students. (Jeff J. Guo, PhD, a, b Terrance J. Wade, PhD, c and Kathryn N. Keller, MPAd). Kaplan et al (1998) found that students with access to school based health centers were 10 times more likely to initiate a visit.

Synergy Center will not only provide mental health services, parent and teacher training but will also utilize a liaison to connect children and families in need with other community agencies such as medical clinics. Bridgeway Preparatory

will offer space to Synergy Center at a monthly lease fee. Parents will have the option of a sliding scale, the use of insurances, Medicaid and in some instances pro bono mental health services.

Physical Wellness
Goal: Students will engage in physical activity on a daily basis and nutrition programs weekly to promote a healthy lifestyle that limits the effects that inactivity and poor nutrition can have on physical health and educational stamina.

Innovation: Children in the information age experience a very different lifestyle than their previous peers. With the use of technology as entertainment, students increasingly adopt a sedentary lifestyle as they age. Moreover, with the fast paced daily activity of most families, there is an increasing reliance on fast food. According to a childhood obesity report, individuals are now eating 31% more calories than 40 years ago, 50 % more fat and oils and 14% more sugars and sweeteners (Let's Move 2016). Additionally, students from 8-18 years of age spend an average of 7.5 hours using entertainment media inclusive of video games and cell phones (Let's Move, 2016). Consequently obesity rates have tripled, and one third of all children born in 2000 or later will suffer from diabetes at some point in their lives (Let's Move 2016). As a result of these and other factors, a physical activity program inclusive of daily and after school sports activities will be implemented within the Bridgeway Educational Plan. The goal is to ensue daily activity during school and a lifestyle inclusive of healthy eating and physical activity.

To promote physical activity for all, Bridgeway will recruit a staff member that is knowledgeable of adaptive as well as regular physical education. We will hold a philosophy consistent with that of Blaze Sports (2016). This organization is committed to providing all children with physical disabilities the chance to play sports and live healthy, active lives. They provide athletes with training, support and the opportunity to increase independence and improve health. Consistent with the philosophy of Blaze Sports and to compliment our regular physical education program, Bridgeway Preparatory Academy will employ an individual knowledgeable of adaptive and disability sports who will eventually become a Certified Disability Sports Specialist. This is consistent with our commitment to ensure that all students are equally engaged and have access to daily physical activity that is rewarding and effective. Our physical education and after school sports activities will ensure that all children, despite their physical prowess have the opportunity to engage in extracurricular activities. Our extracurricular sports programs will include competitive team sports such as baseball and soccer during our first year. Each year, Bridgeway athletic staff will seek opportunities to broaden our programs to include swimming, and golf. Our adaptive sports activities will include track and field initially with swimming added as the extracurricular sports program expands. Additional athletic opportunities will be available on all teams such as team manager, supply assistant and cheer squad leader/participant, to ensure that all students have the opportunity to participate in some capacity.

School/Family/Community Integration/Partnerships
Goal: Bridgeway Preparatory Academy will develop strong community partnerships that ensure the success of every child while attending Bridgeway and into adulthood as evidenced by ongoing participation and involvement of community partners with students at BPA.

Innovation: Every child will receive services via a community-family-school liaison. This community learning member's sole responsibility is to keep all Bridgeway parents engaged and supported in their child's education. The founder of Bridgeway Preparatory understands the stress that a child who's unmotivated and/or struggling academically can have on a family. This coupled with exacerbating conditions, such as poverty, limited language skills, mental health issues and child care needs can preoccupy a care giver leaving minimal time for school involvement. It is the goal of Bridgeway Preparatory Academy to address the needs of the child in the educational environment while supporting the family structure to ensure academic success. The school liaison will be one of the first individuals to make contact with new students and their families. They will conduct the initial needs assessment, provide immediate community resources when needed and accompany staff on home visits. The job of the community liaison is to maintain parent engagement and to promote empowerment within the family regarding their child's academic program. They will be the first to share those small but significant accomplishments, keep parents abreast of school activities and support the parents in engaging and communicating comfortably with educators and staff.

Initially, one liaison will be employed for the student population, as the school grows a part time and then second full time liaison will be employed.

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**I. Applicant proposes to open ONE campus by Year 5?** Yes ☐ No ☒

**II. Applicant proposes to open MULTIPLE campuses by Year 5?** Yes ☒ No ☐

**III. Person(s), position(s), and/or entities that had a significant role in the decision making process for determining the proposed number of campuses.** *Include all qualifications or requirements.*

Natalie Davenport, Ph. D. Founder - 36 years in education and 25 years as CEO of a mental health and educational company serving students in charter and community schools throughout the state.
Donna Woods, Mentor Charter school superintendent that has effectively calculated slow, deliberate successful growth within a charter school system.
Governing Board - Our governing board includes individuals with a comprehensive, long standing and successful track-record in education, fund raising, finance, planning, community organizing and marketing. Lester Hunter - Board Finance, Dana Glazier - Board - Grants, Brandy DeDe - Board - Fundraising, School management, Diane Jones Special Education Director, Diana Barrier strategic planning, and Larry Lundy - Marketing.

**IV. Person(s), position(s), and/or entities that will be responsible for *costs/resource mobilization* to open any proposed campuses after Year 1.** *Include all qualifications and(or) requirements.* NA ☐

Natalie Davenport, Ph. D. Superintendent - 25 years as CEO of a Texas Based company with offices in five cities. Experience managing over100 employees and consultants, operations, development and expansion
Advisors Donna Woods/David Ray, with over twenty years of experience in charter schools. Governing Board consisting of experienced educators, business and finance personnel. Financial partners including a Director of Operations and Compliance(to be hired) and a financial consultant experienced in charter school finance.
Finally, BPA will obtain the services of a business development person/company experienced with Charter School expansion to assist in the planning for the opening of the second school site.

The term "**costs/resource mobilization**" refers to the process of assessing costs, linking funding sources to new campuses, and ensuring proper financial/budgetary allocations.
The term "**strategic choice area**" refers to factors that will be considered and applied to the decision-making process to facilitate initial and primary campus development.

**NARRATIVE (1)** - Describe the step-by-step process(es) involved in determining the number of campuses requested.

If proposing only ONE campus, include discussion about the factors that contributed to limiting the number of proposed campuses.

If proposing MULTIPLE campuses, include discussion that rationalizes the need for multiple campuses.

**NARRATIVE (2)** - Discuss the strategic choice areas that will be used to facilitate initial and primary campus development.

Press to Input Narrative Response

**Evaluation Criteria**

**A response that meets the standard will:**

- Establish measurable need(s) for the number of campuses requested.
- Illustrate clear processes for determining the number of campuses requested.
- Demonstrate a basic understanding of the proposed geographic area(s) and(or) community(s) in relation to the number of requested campuses.
- Identify specific strategic choice areas that will be used to facilitate initial and primary campus development.

**NARRATIVE (1)** - Describe the step-by-step process(es) involved in determining the number of campuses requested.

If proposing only ONE campus, include discussion about the factors that contributed to limiting the number of proposed campuses.

If proposing MULTIPLE campuses, include discussion that rationalizes the need for multiple campuses.

***INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.***

According to Cremeta and Raymond (2014), the growth of charter school enrollment can help improve the overall quality of the public school system within which it resides. Moreover, due to a successful track record of meeting student's needs, parental demand for this option is at an all time high NCSA (2014). Within the initial five year contract period, Bridgeway Preparatory Academy proposes to open two campus sites. This will include a Flagship campus in the Carrollton/Farmers Branch school district and a second campus in Ft Worth, Texas near the Arlington/ Ft Worth border of I-30.

Our process for determining the campus number and locations was three fold: First we determined the need for an educational option for students based on the types of schools within the desired community and the number of private schools for students with unique needs in proximity. Second, we identified the number of charter options offering innovative programming for students with unique needs, gifts and talents and language differences, and third we assessed community support for charters to ensure school capacity.

Factor 1: Need: Bridgeway Preparatory Academy proposes to locate our flagship charter school in The Carrollton/ Farmers Branch School District. This location is within proximity to the identified community ISD's of Dallas, Lewisville, Richardson, Plano, Irving and Coppell. Moreover, there are approximately 7 private schools within a ten mile radius that serve students with gifted and talented unique needs, behavioral challenges and learning disabilities. Within the flagship district of Carrollton/Farmers Branch, there are three charter schools. Our school will offer the option for students to reach their full potential despite their difference while building a solid educational foundation.

Moreover, the largest district Dallas, ISD, released an RFQ in 2016 seeking a team to open a charter for students requiring specialized programming (Mike Morath 2016). This is evidenced by an RFQ last year for a charter geared toward students who are struggling academically due to unique needs. Within the Plano, Coppell, Richardson and Carrollton Farmers Branch school population, parents have expressed a desire to have an alternative option for their struggling students (personal conversations with parents 2014-2016). Accountability ratings for the 2015 school year within the flagship district reveal that all elementary schools met standards overall, however, two elementary schools (McWhorter and Landry) did not meet standard targets in student achievement (Accountability website 2016). There were in excess of 20 litigated hearings of FAPE (Free and Appropriate Public Education) among the aforementioned school districts in the last several years (TEA 9/20/2016).

Finally, parents of students with unique needs have become disenfranchised by the current public choices and are exiting community districts at an increasing rate (Radcliffe 2012). The home school, specialty school and private school sectors currently serving over 2000 students in the geographical boundary of the Bridgeway Preparatory district, have become alternatives to a quality public school education (Private school enrollment 2016). Thus Bridgeway Preparatory Academy seeks to reengage parents and students in a public school option designed specifically to personalize an education that meets their child's individual needs in a nurturing, inclusive, barrier free environment.

Factor 2: Programming: Bridgeway Preparatory Academy seeks to offer an innovative educational alternative to students within the regular and special education environment, as well as those with second language challenges and the gifted unique learner.

While Texas has above average rates of disability risk factors, there is a significant decline in students identified for special education (Rosenthal, 2016). The impact of under-identification and lack of support for these students can have devastating effects. When parents do not have the resources to opt for private school, students are left to languish

in classes unsuccessfully, creating an underclass of children (Rosenthal 2016). To compound this problem, ELL learners and their parents have a language barrier that exacerbates their inability to ensure a quality education for their child. This group of parents has found it even harder to navigate the obstacles presented when attempting to receive services for their children through special programs as a result of the plethora of technical language that is difficult to translate. Finally, the twice unique, gifted learner requiring dually differentiated instruction is either prohibited from the needed adaptations because of intellectual ability or left to feel unmotivated and bored in an environment void of sufficient academic rigor.

There are charter and public school options within the boundaries outlined for Bridgeway Preparatory that offer a myriad of services to students with unique needs. However, the public option of this barrier free, all inclusive, individualized, technology based educational programming geared toward struggling students with unique needs at both ends of the spectrum is not readily available in the North Texas area.

Factor 3: School Capacity. As a professional serving students with special needs in charter schools for the past 25 years, our team has had the advantage of observing growth opportunities as numerous charter schools with which we have engaged have expanded their sites. (Uplift Schools, Texans Can Academies, Nova Charter Academy, A Plus Schools, Manara, and Winfree Schools). This has afforded us the opportunity to gain meaningful insight, from administration, regarding the decisions considered when deciding to expand. Collectively, they prioritized three key activities/considerations in expansion in addition to financial stability. They include: assessing need in the area based on their current school model, the number of schools in the area with a similar philosophy or student population, and determining interest utilizing surveys and open forums.

Understanding that with strong and consistent educational programming at the flagship campus, duplication offers expanded opportunity for the community. Our second campus will open in 2020 in Fort Worth, Texas. This program will have a duplicate growth progression to that of the flagship campus. During our initial parent meeting, a substantial number of the participants were from the Fort Worth area substantiating a desire for an option consistent with the Bridgeway philosophy in Tarrant County.

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**NARRATIVE (2)** - Discuss the strategic choice areas that will be used to determine if expansion is viable.

If proposing only ONE campus, discuss strategic choice areas that would help determine any future efforts to seek an expansion amendment.

If proposing MULTIPLE campuses, discuss strategic choice areas that would help determine if growth is still viable in the proposed area.

***INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.***

The growth in student enrollment in charter schools is significant in communities across the nation. Bridgeway Preparatory Academy founders seek to open one campus in the Dallas metroplex their first year and develop this site through the third year. In the third year, we seek to open a second campus in Fort Worth, Texas to serve Tarrant County. Our strategic approach to campus placement and expansion include major metroplex locations where parents have few or no public options that cater to students with unique learning needs in an inclusive, barrier free environment and where parents/teachers and the community have expressed interest in an educational option. We also chose to strategically locate where community mental and physical health services and resources including mass public transit are available.

The Bridgeway Preparatory team will utilize a growth strategy when determining the viability of opening additional campuses throughout its existence. Given the nature of this unique school, the importance of its success depends on sound decision making in all aspects of management.

This growth strategy will include a process for identifying the success of key factors essential to expansion. They are as follows:

Factor One: Strong Academic results as evidenced by summative, benchmark and STAAR evaluations. Initial

consideration for expansion will include the current growth measures and performance of the student population. A key indicator will be consistent growth of the majority of the student population across abilities as evidenced by the STAAR and other assessment markers. Ultimately, it is the goal of BPA to identify students at the Pre K level and maintain attendance within the BPA school until the advancement to the sixth grade. The multiyear enrollment of students at all levels of education, performance and low attrition rates will also be included as a reflection of strong academic results.

Factor two: Soundness of infrastructure and a successful adherence to the critical elements of BPA's Model (Individualized, personalized, barrier free, and inclusive education). Universal Design for Learning will be the overarching infrastructure for all other school initiatives. The successful implementation of BPA as evidenced by peer and employee evaluations and student success will act as an indicator of the soundness of our educational programming.

Factor three: Financial viability inclusive of positive balance sheets and funding availability. A crucial factor to school expansion will entail the financial health of the school. This will be evidenced by low debt ratio, cash on hand and funding availability. It is crucial for the success of the BPA program that we demonstrate financial viability prior to campus growth.

Factor four: Community commitment and clear constituent support: Through the use of a public meeting and public outreach, BPA will assess community support of a second campus through participation in public meetings, applications for admittance, wait lists and expressed interest.

Factor five: Leadership capacity as evidenced by a leader who has been successfully mentored in the BPA culture for a minimum of one year. BPA will utilize a current successful school model which entails hiring a potential school leader before they are to take on leadership of the school. The leader in training will work under the tutelage of the flagship school administrator. For the first six months, the leader will learn the culture of BPA and be trained in the UDL framework. The second six months of the first year will be spent developing the program infrastructure for the new campus. During the second and third years, the new principal will receive strategic mentoring in school operations from the flagship administrator and an outside mentor to be chosen by the superintendent and principal.

# EDUCATION PLAN – Demographic Profile

| I. Student Demographic Data | Proposed Campus | Occupied District: Carrollton/Farmers | District 1: Dallas ISD | District 2: Lewisville ISD |
|---|---|---|---|---|
| African American | 16.4 | 16.6 | 22.9 | 9.8 |
| Hispanic | 51.4 | 56.1 | 70.2 | 27.9 |
| White | 21.7 | 14.2 | 4.7 | 46.2 |
| American Indian | 0.37 | 0.31 | 0.3 | 0.5 |
| Asian | 7.9 | 10.2 | 1.3 | 12.3 |
| Pacific Islander | 0.091 | 0.093 | 0.1 | 0.08 |
| Two or More Races | 2 | 2.3 | 0.5 | 3.3 |
| Economically Disadvantaged | 60.86 | 64.6 | 85.9 | 32.1 |
| ELL | 27.73 | 26.4 | 42 | 14.8 |
| At-Risk | 50.23 | 49.8 | 68.4 | 32.5 |
| Gifted & Talented | 10.26 | 7.8 | 12.6 | 10.4 |
| Special Education | 50 | 9.5 | 7.3 | 10 |

**II. Number of charter schools currently operating within the Occupied District.** 3

**III. Number of traditional school districts within the proposed Geographic Boundary.** 7

**IV. Projected number of students enrolled in each grade for Year 1.** *Complete all that apply*

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Pre-K | 52 | Kindergarten | 78 | Grade 1 | 78 | Grade 2 | 78 | Grade 3 | | Grade 4 | |
| Grade 5 | | Grade 6 | | Grade 7 | | Grade 8 | | Grade 9 | | Grade 10 | |
| Grade 11 | | Grade 12 | | | | | | | | | |

**NARRATIVE:** Describe the anticipated student population(s) that will be served at the proposed campus. Explain how the proposed program of instruction will address the needs of the students and their communities- Including the ways in which any special needs will be serviced among specific student groups.

Press to Input Narrative Response

Rules: District 1 and 2 must be contiguous to the occupied district.

The term **Occupied School District** refers to the traditional school district in which the campus will be located. The term **Proposed Campus** refers to projected enrollment data for the specific campus.

Student demographic data can be found on the school districts Texas Academic Performance Report (TAPR).

Please visit https://rptsvr1.tea.texas.gov/perfreport/tapr/

This section has a required Attachment A5- Geographic Attendance Boundary.

**EVALUATION CRITERIA**

**A response that meets the standard will:**

- Cite realistic demographic projections and accurate district data.
- Demonstrate a comprehensive understanding of the community and anticipated student population(s).
- Identify both common and unique learning needs among the anticipated student population(s).
- Demonstrate a comprehensive understanding of any current educational settings that are available.

# EDUCATION PLAN – Demographic Profile

| I. Student Demographic Data | Proposed Campus | Occupied District | District 1 | District 2 |
|---|---|---|---|---|
| | | Ft Worth.ISD | Arlington ISD | Hurst Euless Bed |
| African American | 21.9 | 22.8 | 24.7 | 18.2 |
| Hispanic | 45.6 | 62.4 | 45.1 | 29.3 |
| White | 23.85 | 11.2 | 21.1 | 39.25 |
| American Indian | 0.17 | 0.15 | 0.45 | 0.53 |
| Asian | 4.99 | 1.86 | 6.18 | 6.93 |
| Pacific Islander | 0.86 | 0.07 | 0.18 | 2.33 |
| Two or More Races | 2.39 | 1.42 | 2.34 | 3.41 |
| Economically Disadvantaged | 65.8 | 75.6 | 69.3 | 52.6 |
| ELL | 23.5 | 30.9 | 26.1 | 13.6 |
| At-Risk | 61.4 | 73.8 | 67.6 | 42.8 |
| Gifted & Talented | 7.17 | 9.23 | 5.94 | 6.36 |
| Special Education | 50 | 7.83 | 8.28 | 8.93 |

Rules: District 1 and 2 must be contiguous to the occupied district.

The term **Occupied School District** refers to the traditional school district in which the campus will be located. The term **Proposed Campus** refers to projected enrollment data for the specific campus.

Student demographic data can be found on the school districts Texas Academic Performance Report (TAPR).

Please visit https://rptsvr1.tea.texas.gov/perfreport/tapr/

This section has a required Attachment A5- Geographic Attendance Boundary.

**II. Number of charter schools currently operating within the Occupied District.** 20

**III. Number of traditional school districts within the proposed Geographic Boundary.** 3

**IV. Projected number of students enrolled in each grade for Year 1.** *Complete all that apply*

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Pre-K | 52 | Kindergarten | 78 | Grade 1 | 78 | Grade 2 | 78 | Grade 3 | | Grade 4 | |
| Grade 5 | | Grade 6 | | Grade 7 | | Grade 8 | | Grade 9 | | Grade 10 | |
| Grade 11 | | Grade 12 | | | | | | | | | |

**NARRATIVE:** Describe the anticipated student population(s) that will be served at the proposed campus. Explain how the proposed program of instruction will address the needs of the students and their communities- Including the ways in which any special needs will be serviced among specific student groups.

Press to Input Narrative Response

**EVALUATION CRITERIA**

**A response that meets the standard will:**

- Cite realistic demographic projections and accurate district data.
- Demonstrate a comprehensive understanding of the community and anticipated student population(s).
- Identify both common and unique learning needs among the anticipated student population(s).
- Demonstrate a comprehensive understanding of any current educational settings that are available.

**NARRATIVE:** Describe the anticipated student population(s) that will be served at the proposed campus. Explain how the proposed program of instruction will address the needs of the students and their communities- Including the ways in which any special needs will be serviced among specific student groups.

***INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.***

It is the expectation of the Bridgeway Prep staff that students enrolled in our school will comprise a demographic profile different than that reflected in the public and charter school structure of the surrounding districts. It is our expectation that the population of students entering identified by 504, RtI, Special Education, Gifted and Talented, At Risk, and or ELL to be at higher percentages as a result of our ongoing community outreach initiatives.

For our student body, we will specifically target students entering the formal educational system for the first time or those completing Early childhood programs with an Individualized Family Service Plan. Our outreach and marketing efforts will pinpoint day care centers, early education programs, early childhood organizations and families within our own student population.

Students will also matriculate from surrounding charter and community ISD's and those in home schooled programs. These students will span the continuum of intellectual, social, emotional and behavioral gifts and talents with unique areas of need in one or more of the domains (academic, social, emotional, behavioral, and physical) addressed in our school environment. Those transferring from other educational entities will have had instruction in the regular and special education environment, talented and gifted programs, ESL and Bilingual classrooms.

The implementation of Universal Design for Learning (UDL) in the BPA environment will be especially sensitive to children with unique gifts and talents, mental health, language and academic needs. According to P. K. Ralabate, (2011), by facilitating the design and implementation of a flexible, responsive curriculum, the UDL framework offers individualized options for how students are engaged in learning. Thus, these students will receive instruction based on their individualized needs but consistent with the high quality and rigor of the general classroom setting.

The goal of the Bridgeway Preparatory environment is to provide a personalized program that meets the needs of each student, therefore eliminating the tendency to teach to the "average" child. For instance gifted students have unique academic and psychological needs that require that their educational experience be specially tailored to encourage proper psychological development and to facilitate effective academic instruction (Bittick 1995). Because of the narrow definition of gifted and talented within the typical school environment, these students with multiple advanced skill sets are often overlooked. Thus, they are under challenged and often underachieve within the regular education classroom. Moreover, boredom among this population often causes exacerbating social, emotional and behavioral challenges. Through the UDL individualized and personalized approach to designing instruction the gifts and talents of this unique population will be addressed in manner that enables them to excel.

ELL students require special attention because of their growing numbers and low-performance relative to their non ELL peers (Samson, Collins 2012). Research shows a continued gap in achievement for children in this demographic group when compared to their non ELL counterparts. For instance, a study conducted by the National Assessment of Educational Progression (NAEP) on the efficacy of scaffolding in reading indicated that on a fourth grade reading assessment 75% of White students were reading at or above a basic level compared to only 44% of Hispanic students (Proctor, Dalton, Grisham 2007). At Bridgeway Preparatory through the lens of UDL the English language leaner can receive a personalized approach that includes supports to instruction regardless of the level of English language acquisition to address this gap. Moreover, though the use of our liaison outreach, family advocacy for these students will be a priority.

For children in special education, parents are seeking alternative options to the public school structure. Radcliffe, (2012), found that a growing number of parents of special-needs children in Texas are opting out of public schools, deciding instead to home school or to pay for pricey private schools. She noted that the number of secondary students who left public schools to home school increased 50 percent from 2003 to 2010, reaching 2,040 students in the 7th through 12th grade. The number of middle and high school special education students who withdrew for private

school increased 75 percent, reaching 772 in 2010 (Radcliffe 2012). These are concerning statistics.

It is our goal to provide those parents currently struggling to utilize the home school or private school structure to address their child's individual leaning needs with a public education option. BPA will offer these families an exemplary education within the public school structure. There are 7 private schools serving children with unique needs, gifts and talents within the geographical boundary of our proposed flagship location. These schools serve in excess of 2000 students yearly (As noted on school websites or telephone conversations 2016)

Finally, BPA will actively seek out children in need of early intervention. Research on the efficacy of early intervention is abundant (Autism Speaks Nov 29, 2009). To that end, we feel that there will be positive outcomes in the intersection of BPA philosophy, through the use of UDL and early intervention. BPA will be unique in its commitment to increasingly capture a younger audience of students throughout the course of the school's maturation. Initially, pre-K 4 classes will be offered during the first year. Subsequent to that, Pre k 3 will be added. As previously stated, an ongoing commitment of BPA will be the extensive "Child Find" efforts at all grades though community outreach via print, media and social technology.

Student Population
The following public school districts and cities are within the primary boundaries of Bridgeway Preparatory Academy: Carrollton/Farmers Branch, Dallas, Coppell, Irving, Lewisville, Plano, and Richardson.

The following private schools which focus on students with unique learning needs include: The Fairhill School, The Shelton School, Vanguard Academy, The St Anthony School, The Winston School, The Alexander School and Oak Hill Academy.

Ft Worth – Forth Worth, Arlington ISD • Hearst Euless Bedford ISD. The following private schools which focus on students with unique learning needs include: The Hill School and The Key School

Flagship Campus
Average demographic based on the occupied and largest contiguous district and anticipated recruiting efforts:
African American 16.4
Hispanic 63.15
White 21.7
Asian 7.9
Economically Disadvantaged 60.86
ELL 27.73
At Risk 50.23
Special Education 50%
Gifted and Talented 10.26

Average demographics for Ft Worth campus site:
African American 21.9
Hispanic 45.6
White 23.85
Asian 4.99
Economically Disadvantaged 65.8
ELL 23.5
At Risk 61.4
Special Education 50
Gifted and Talented 7.17

Consistent with the stated demographics Bridgeway Preparatory Academy has been designed to meet the needs of students who have not reached their potential in their current school setting. These marginalized students have diagnosed disabilities, language learning differences, are at risk economically, are gifted with exceptionalities or are

struggling regular education students. To address the challenges of these learners, as mentioned previously, a personalized approach will be utilized with each student. These students will receive the inclusive and personalized instruction offered at Bridgeway Preparatory Academy through the framework of Universal Design for Learning utilizing the key principles to instruction:
Multiple means of presenting materials based on student individual strengths and weaknesses,
Multiple means of engagement based on students interest, skill sets and motivation, and
Multiple means of action and expression to ensure that assessment results reflect actual student abilities.

Meeting the needs of students through personalization:
Based on the aforementioned data, we anticipate a disproportionately high number of students with special needs entering the Bridgeway Preparatory environment. As a result we will be prepared and committed to address the needs of these students and their families through:

PERSONALIZED PLANNING:
To ensure that each child receives a holistic educational program we will adopt a Community Learning Approach based on the core principles of BPA:
• Inclusive education for all students,
• Holistic educational programming,
• Collaboration, team problem solving and on-going communication,
• Frequent and transparent assessment of educational progress,
• Reliance on technology,
• A network of community resources, and
• Real life community experiences.

Utilizing a multidisciplinary, professional learning team we will implement an individualized plan that addresses five domains for (K-5) learning. These include, social/emotional, behavioral, physical/medical, and family/community needs. We will also address the ten domains for early childhood (PreK3-4). These include, Social and Emotional Development, Language and Communication, Emergent Literacy Reading, Emergent Literacy Writing, Mathematics,. Science, Social Studies, Fine Arts, Physical Development and Health, and Technology.

Initially, the learning team will conduct a comprehensive assessment to address the aforementioned areas inclusive of student passions. The assessment will comprise formal protocol and informal rating scales, observations and interviews. Second, a comprehensive plan of action detailing all areas of functioning both strengths and weaknesses in and out of the school environment including, home and community will be developed. This plan will provide the road map for each student's success in our educational environment. For all students designated ELL/Bilingual, Gifted Talented, Special Education or 504, this plan will be presented to the respective committee for consideration. For grades PK-2, an early intervention expert will also be in attendance. For grade three, a STAAR team member will be in attendance. This personalized plan will be monitored weekly by the Community Lead in conjunction with the team to determine its effectiveness in meeting the needs of the student.

PERSONALIZED PROGRAMMING: The advantages of the UDL framework are limitless. This brain based approach to instruction enables each child to have an educational plan designed around their individual strengths, weaknesses and passions. To that end, included in the educational approaches for these unique children will be researched based and proven instructional elements. Instructional approaches will include:

ELL/Language Development
Demographics in the flagship and second campus of Bridgeway Preparatory Academy reflect, that on average, over 34% and 28 % respectively are students identified as ELL (TEA student data 2016 ). Thus, it is imperative that a personalized education program for students include second language acquisition. UDL can empower ELL students regardless of their level of language acquisition. Within the Universal Design for Learning Framework instruction is not simply translating information from one language to another, but providing multiple representations, and options that enable students to make their own connections from their knowledge base to the new information. Bridgeway

Preparatory Academy will utilize strategies to support the ELL learner in the classroom through approaches and techniques like scaffolding, Reading Rockets, and Book Binder. Additionally, Imagine Learning (1993) an engaging language and literacy software program that accelerates English learning will be utilized. This fun and interactive program focuses on oral language and academic vocabulary instruction, in the five essential components of reading and strategic first-language support.

Finally, Statistics from the National Center for Education Statistics (NCES) shows a rapidly increasing population of English Language Learners K-12 in our classrooms. According to (Kindler 2002) over 4 million students were identified as ELL) by 2000. As a result, this changing demographic warrants an increased knowledge base for educators within our public school systems. The UDL framework and technology will provide teachers with a tool box of materials and methods enabling them to appropriately plan, remove barriers and effectively assess these learners.

Special Education - The UDL framework is especially beneficial for the student diagnosed with a need for supplementary aids and services. Special education students along the continuum will be placed proportionally throughout the inclusive classrooms to ensure a balance that offers diversity and inclusiveness. With the resources to design and implement instruction individualized to the need of each child, students will be educated to the greatest extent possible along with non disabled peers. Initially, a placement ARD/IEP meeting will be conducted upon entry into the school. With parent consent, previous school personnel and additional agencies supporting the student will be invited to the meeting. Along with other school records and documentation, the community learning needs assessment will be presented to the team for consideration in developing the students individualized education program. While inclusion is our commitment, a full continuum of placements will be offered and educational decisions will be based on student need. A number of additional supports will also be found within the school to ensure that the student in special education can participate to the maximum extent possible in all aspects of the school environment, despite their differences. (Athletics, cheer leading and extracurricular clubs). Moreover, Bridgeway Preparatory Academy will eventually offer additional therapies often conducive to maximum student engagement including art and music therapy and applied behavioral analysis interventions.

Extended educational options for the twice exceptional student (gifted and talented with unique abilities) - The evaluation of learners' gifts will be conducted using a multiple intelligence framework. These students typically face many frustrations as they possess superior skills in one or more areas with deficits in others (behavior, academic, social). To ensure a successful placement for this group of students, extended programming will be made available during the day and in after school enrichment. Academically these students will have the opportunity to engage in acceleration and dual enrollment within the school structure. For instance, when assessment demonstrates competency at grade level, students will have the opportunity to participate in higher level instruction for particular subject areas. Moreover, under the UDL lens teachers can extend learning opportunities during the planning stage because of the knowledge of a student's individual abilities. We understand that with twice exceptional learners providing opportunities to challenge the gifts while addressing the difference is essential.

Finally, ELL, Special education, Economically disadvantaged and twice exceptional learners will benefit from instructional approaches that include technology based instruction including intelligent adaptive learning and blended learning models (Kerns, 2013). Intelligent adaptive learning is a computer based/on line learning platform that adapts and grows as student's progress in learning. Thus the students' own information can be used to adjust, pace and guide the learning experiences while providing formative and summative evaluation data (Kerns 2013). This approach to pedagogy individualizes and personalizes learning for each student. Students have learning experiences on demand that tutor and support learning competencies as needed by their own performance. Accordingly, it adapts sequences, regulates cognitive load, engages students through gaming and provides a valuable supplemental tool to classroom instruction (Dreambox Learning/Intelligent Adaptive Learning, 2016). Secondly, blended learning techniques combine face to face and digital instruction(Dreambox/blended Learning 2016). The level of interaction depends on the student thus creating a personalized learning environment. Bridgeway Preparatory will utilize a combination of rotation and flex models of blended learning within the school day. These learning platforms will offer greater flexibility, personalization and student engagement. The TEKS curriculum will act as the filter by which learning resources and models are selected.

PERSONALIZED PARTNERSHIPS: Forging school/community and family partnerships is a key commitment to students enrolling in the BPA environment. We are keenly aware of the role that family support, education and training play in the success of a student. When there are exceptionalities, this need is amplified. To that end, BPA will approach this partnership by addressing three key factors; supporting the family, providing community resources and links and identifying needed school supports.

Parent training and participation - We will act as advocates to each family utilizing the school liaison to ensure that identified needs are met to the greatest extent of our ability. Initially, the parent/family and student will be warmly welcomed into the school environment. It will be poignantly clear that uniqueness is our passion and we welcome all students. Once the needs assessment begins, we will identify immediate and dyer challenges facing the student and family (food, clothing, shelter). Our liaison will began the process of making connections to alleviate these stressors to the family, and the child's successful engagement in the educational process will begin. If this parent is currently interacting with agencies, we will obtain parent permission to contact these agencies to ascertain additional ways that we might support the process and introduce ourselves as a partner in the family's success. If this child is entering from a designated special needs program, we understand the importance of transition and will invite interested parties (former school, outside therapist etc...) to collaborate in the student's educational plan. This transition approach will also be utilized when the student exits our school in his fifth grade year.

Parents will receive weekly communication by phone, email and teacher reports. Home visits will be offered shortly after enrollment to explain the Bridgeway Preparatory process in detail and respond to any questions. This will occur in addition to the parent orientation provided at the school. Of course, we will take into account parent language/ ability needs in this process.

Our collaborative partner, Synergy Center for Wellness, and organizations such as CHADD (Children and Adults with Attention Deficit Disorders) will be considered when assessing the overall need of the family. These established relationships will be essential in supporting the wellness of families and offering links to organizations within the community with which long term relationships can be established.

Champion's Learning (2013)- BPA understands the needs of families for early morning/after school support. Moreover, the opportunity for enrichment will be paramount and a key aspect of the BPA philosophy. One approach to supporting parents and students during the above mentioned time will be a fee based and/or scholarship program through Champions. This program is operated by a separate company with vetted staff. Champion's activities are geared toward the development of social, academic and behavioral skills and are presented through a variety of activities consistent with the philosophy of BPA and UDL framework of inclusive, varied and individualized programming. In anticipation of the need of some families, scholarship drives will occur to ensure that every family that has a desire has the opportunity for placement. This program provides a variety of approaches to ensure that every child has the opportunity to benefit. In addition to Title funds, Champion's also gives a portion of their proceeds back to the school monthly because of use of the school's facility to implement the program. Finally, because BPA provides a modified school year, this enrichment will also be available during breaks to assist families who have children in other school environments with different vacation schedules.

Finally, it is the commitment of Bridgeway Preparatory Academy to address the needs of each learner where they are, identify their strengths and weaknesses and provide rigorous, personalized instruction in an inclusive environment. Through the framework of UDL, Why Try, Champion's and our additional school and community supports, each teacher will have resources to impart a quality education to each child while providing any needed supports to the family system.

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**I. Does the applicant plan to use original curriculum?** Yes ☒ No ☒

*If no, or the curriculum is a mixture of original and established content, cite curriculum author(s).*

Why Try - Christopher Moore, Champions Learning - Knowledge Universe Education LLC, Frog Street -Schiller, et al, Imagine Learning - Imagine Learning Inc. Spalding Reading, Ramalda Spalding , Singapore Math - Thomas, Unique Learning System - Monarch Teaching Technologies, Lit Robotics by Bruce Montgomery 2016

**II. Person(s), position(s), and/or entities that will be responsible for curriculum/TEKS alignment?**

*Including educational or experience requirements.*

Bridgeway Preparatory will utilize a team including special education coordinators, an administrator and Dean of curriculum/instruction that understands effective strategies and has a broad knowledge of curriculum framework, has successful experience with curriculum alignment and has lead teachers in curriculum implementation.

Open - Enrollment Charter Schools may not charge "blanket" activity fees. See Texas Education Code (TEC) §§12.108 for additional information governing tuition and fee restrictions.

**III. Does the applicant plan to offer special programs or extracurricular activities?** Yes ☒ No ☐

*If yes, will any of the services be fee-based?* Yes ☒ No ☐

*If any services will be fee-based, cite specific services.*

Champions will be a fee based before and after school program.

**IV. Does the applicant plan to provide gifted and talented services in accordance with the Texas State Plan for the Education of Gifted/Talented Students?**

Yes ☒ No ☐

**NARRATIVE (1)** - Describe the proposed educational program(s)- including Special Education and Bilingual Education/English as a second language. Please explain the specific curricular programs that the applicant proposes and the ways in which the charter staff, board members, and others will use these programs to maintain high expectation and continuous improvement.

Clearly state how the curriculum will align with Texas Essential Knowledge and Skills (TEKS) standards.

**NARRATIVE (2)** - Rationalize the use of the proposed curriculum to meet both the general and unique needs of the target population and community.

**NARRATIVE (3)** - Describe the plan and schedule to evaluate the proposed curriculum.

**NARRATIVE (4)** - Discuss any plans to serve special programs or extracurricular activities; provide detailed information on each service. If no programs or activities will be offered, provide the rationale for that decision.

Press to Input Narrative Response

This section has a required attachment
E1- Sample Course Scope and Sequence.

**Evaluation Criteria**
**Responses that meet the standard will:**

- Describe a foundation curriculum which clearly demonstrates alignment to the *Texas Essential Knowledge and Skills* (TEKS) standards.
- Clearly align the proposed curriculum with the general and unique needs of the target population and community.
- Describe an assessment plan that covers all assessable TEKS for the course/grade level and/or allows a student to demonstrate mastery of TEKS standards.
- Present detailed plans for meeting the needs of special education and LEP students and legal requirements found in *Texas Education Code Subchapter A and B.*
- Establish well-designed extracurricular services and programs that are also consistent with the financial plan workbook. *(Attachment F3)*
- Provide an adequate rationale for not providing any special programs or extracurricular activities.

**NARRATIVE (1)** - Describe the proposed educational program(s)- including Special Education and Bilingual Education/English as a second language. Please explain in succinct terms the specific curricular programs that the applicant proposes and the ways in which the charter staff, board members, and others will use these programs to maintain high expectation and continuous improvement.

Clearly state how the curriculum will align with Texas Essential Knowledge and Skills (TEKS) standards.

***INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.***

Within the classrooms of most charter and community school environments teachers must attempt to meet the educational needs of an increasing heterogeneous population. As a result, the curriculum is typically designed and directed toward the "average" student. This often causes barriers to learning for those students on either end of the educational spectrum (language, learning, emotional and behavioral differences or advanced academic gifts and passions) (Meyer, Rose 2005).

The goal of Bridgeway Preparatory Academy is to provide educational programming to reach children in the margins. To that end, the curricular options will require flexibility to extend from the most severely cognitively, behavioral, second language and emotionally impaired to the precocious, advanced academic and socially adept student.

At BPA all curriculum will align with the Texas Essential Knowledge and Skills utilizing the Universal Design for Learning (UDL) Framework. BPA will follow all state and federal guidelines to ensure compliance with The Individuals with Disabilities Education ACT (IDEA), Section 504 of the Rehabilitation Act of 1973 and its subsequent reauthorization, Response to Intervention guidelines, and Bilingual and ESL programs (TEC Chapter 29)

Utilizing the principles of UDL, multiple means of representation, action and expression and engagement, BPA will deliver instruction with the belief that no one learner is representative of an average student. Classroom instruction will be delivered by a team of certified individuals with specific expertise in the continuum of educational objectives in the core subjects as well as music, arts, social /emotional skills, civic and community orientation, technology and behavior competencies based on a community learning approach. For grades 3-5 each core subject's instructional time will consist of two certified teachers, and additional Community Learning Team(CLT) members when appropriate (speech, OT, PT, counselors, Applied Behavior Analysis specialists). To ensure that all lessons are aligned with the TEKS objectives, teachers will participate in daily co-planning using the on line program Planbook.edu. Weekly team meetings and grading period meetings will focus on choosing the on line software or school based curriculum supports to design lessons appropriate for the student.

All instruction will be supported by low to high technology resources (computers, tablets, software programs). This includes approaches such as Virtual Learning Environments (Oxford Press 2016), for the gifted student and adaptive equipment (enlarged text, computer assisted devices) for those students with significant cognitive needs. Learning will be cooperative in that the discovery, experimentation and examination of TEKS objectives will occur in an inclusive classroom format to the greatest extent appropriate for the student. Finally, assessment will be ongoing. As defined later in this document, transparent and timely evaluation of learning competencies through nationally and locally normed instruments and activities will be utilized to ensure mastery of the TEKS.

Curriculum Choices are as follows:
PreK 3-4
Young children who have rich, diverse and comforting experiences build strong connections that support lifelong success in learning and good emotional health.(Coffee, Guttentag Zucker, Landry and Johnson). A report conducted by the National Institute for Early Education Research (2003) found that most students, regardless of socioeconomic strata benefit from preschool programs. Accordingly, early education limits later special education placement, students receive better grades, are more socialized and have enhanced attention spans (NationSwell 2016).

Curriculum: To meet the needs of our youngest students, the Pre K program will address, the preschool guidelines that are aligned with TEKS. The Center for Improving the Readiness of Children for Learning and Education (CIRCLE) is the instructional model Bridgeway Preparatory Academy will implement to support the curricula. It is aligned with the Texas Pre-K Guidelines and includes the daily implementation of a Gradual Release model. This

framework will be supported through the Frog Street Curriculum (Schiller et al 2016). This research based curriculum integrates and builds connections among and between disciplines. It is composed of monthly themes and weekly units taught in multiple visual, auditory and kinesthetic formats.

K-5
Each student's educational program may look somewhat different depending on their individual needs and will be supported by center and station based learning, tier supported and small group teaching. Initially, teachers may provide mini lessons in small groups and then students disperse to centers and project based lessons that incorporate reading, math science and social studies. Throughout the lessons, tiered support will be provided by teachers, peers, technology or additional staff that may be in the room (Dyslexia teacher, ABA teacher). Subsequent to these lessons, large group discussions will occur as a culminating activity to the day's activities.

Curriculum: While BPA is not a text book centered learning approach teachers will have the support of the Spalding Reading Program as a curricular supplement for reading, language arts and Dyslexia for students in grades K-5. The Spalding Reading provides instruction to meet the needs of the general education student and those with Reading Disabilities and Dyslexia. This multi sensory, interactive program provides instruction from basic phonetic analysis to literary reading. This curriculum approach includes interactive, multi sensory reading, writing and spelling activities that will support delayed cognitive and extended learning activities for the gifted.

The Math curriculum to support the Bridgeway instructional process will be Singapore Math (Thomas 1998). To meet the needs of all students math will be implemented through the UDL lens using technology, software and on line programs to align TEKS objectives. Singapore Math is based on a framework that emphasizes mastery of concepts through dynamic problem solving and communication. In this curriculum learning begins at a very concrete place and moves to the abstract constantly reaffirming previously learned concepts. This successful curriculum enables teachers to plan learning activities consistent with the BPA philosophy of individualization and inclusiveness. Singapore Math uses hands on interactive approach accompanied by with familiar manipulatives (pennies and blocks) to support the learning process. Students engage in learning though the use of a variety of materials and approaches from hands on manipulatives, individual and group settings and pictures, to more abstract items.

Science and Social Studies
As outlined in the Texas Essential Knowledge and Skills (2016), Science, is the "use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process". Our science curriculum will be implemented through a hands on, exploratory and investigation process. Topics include lessons on earth, life, and physical sciences. As outlined in the TEKS units, science lessons will begin by introducing properties of objects, weather and living and non living things in kindergarten to matter, density and energy in 5th grade. Though the UDL lens students will learn scientific vocabulary and obtain knowledge regarding concepts. For multiple means of representation, action and expression and engagement, teachers will rely on interactive computer based programs of high technology as well as combination programs such as Enchanted Learning (1996). This website offers activities to engage in blended learning activities through group and individual learning tasks.

One of the core principals of UDL is to provide students with the skills to fully engage in all aspects of society. Through our Social Studies program, aligned with the TEKS, students will learn about themselves, their families and their world. As they advance, students will be introduced to the United States and the duties and responsibilities of being a global citizen, while developing an understanding of local opportunities to engage in community, culture and government. Through the UDL lens, Social Studies content will be delivered in a manner consistent with current learning avenues for most elementary students. These include streaming video, virtual field trips, and other experiential learning activities. The Dallas and Fort Worth metroplex offers numerous opportunities for class field trip and project activities. Our goal is to provide students with a deep understanding and appreciation of the responsibility of citizenship, our history and our significance as a world power.

Fine Arts
As with all academic subjects Bridgeway Preparatory Academy will foster creativity and critical thinking, through the Arts. The TEKS aligned curriculum will offer students the opportunity to build foundations in music, theatre, dance and visual Arts (TEKS 2016). The foundations by which scaffold learning opportunities will occur according to the TEKS include: Observation and perception where students explore and learn about the world through art and music thus expanding their skills in the literacy of various art forms (music, visual and performing); Creative expression

utilizing the imagination to express thoughts and ideas creatively through the various art forms; Historical and cultural relevance, understanding art forms (music, visual and performing) from a cultural perspective perpetuating a global awareness and respect for traditions and contributions to the field; and, Critical evaluation and response, enabling the student to analyze the various forms of art of others, through evaluation and reasoning. Inherent in the UDL philosophy is an infusion of art throughout the educational programming. In addition to art and music classes, students will employ the foundation of these courses within their core subject learning.

Physical Education
Our commitment is to ensure that all students are equally engaged and have access to daily physical activity that is rewarding and effective. Moreover we commit to support students in developing healthy habits by virtue of learning about the importance of eating and activity choices throughout their lives.

Our regular and adapted physical education programs will ensure that all children, despite their physical prowess, have the opportunity to engage in age appropriate physical activity on a daily basis. Students will also acquire the knowledge and skills that bring joy from various forms of movement, social skill development, and access to a physically active lifestyle. Our health education classes, as outlined in the TEKS, will provide a curriculum that enables students to be exposed to behaviors that contribute to reduced health risk factors throughout their lives by making informed choices. These choices will be centered on nutritional aspects but will include the behaviors that could limit a healthy lifestyle into adulthood (unhealthy food choices and habits).

Language Program
According to CAST (9/6/11) while limited in their English proficiency, English Language Learners come to school with tremendous variability in their home language skills, from full oral and literate proficiency, to very limited skill sets. Curricula that are universally designed to meet the needs of ELL students make learning opportunities available through a variety of language supports. These include visual and graphic representations that link concepts with words, and opportunities that enable students to connect learning activities to their individual cultural backgrounds. Through UDL, students engage at a level that is consistent with their skills. As a result, they perform successfully by using materials and methods that are individualized to their needs and assessment techniques that allow them to demonstrate their true ability.

Curriculum: Imagine Learning, a TEKS aligned curriculum will be utilized for instruction/supporting the ELL student during regular core instruction and in the Learning Extension class(opportunities for instructional interventions or extended learning opportunities in whole group or one to one sessions). This interactive curriculum is student friendly providing visual and language supports throughout the learning process.

Individualized Education/504 Plans/GT Extensions
Bridgeway Prep will provide an inclusive educational environment for all students. With that said, a full continuum of placements will be available as warranted by the needs of the students. Based on the Individualized Education Plan or 504 accommodation plan, supported by the community learning plan, students identified in need of special education services or 504 will be provided educational programming consistent with their needs.

It is the commitment of Bridgeway Preparatory Academy, in adopting the UDL model of barrier free, individualized and personalized instruction that students will remain in an inclusive environment whenever possible. That is, to the fullest extent available, students will receive instructional supports, accommodations, and related services and staff resources within the regular education classroom. For instance, speech, occupational and physical therapy services will be delivered in the classroom utilizing a consultative, individual and/or group model depending on individual IEP goals and objectives. Counseling and behavior management plan, goals and objectives will be implemented within the regular educational environment as well. This may take the form of one to one or group consultation and instruction as well as individual observation. During planning, the team will determine the activities, projects and observations necessary to ensure that all IEP and 504 goals are implemented with integrity. When placement outside of the classroom is warranted for any period of time, an ongoing plan of reintegration will be developed and monitored by the team.

Curriculum: To support students at the lower end of the learning spectrum the Unique Learning System Curriculum (n2y 2016) will be incorporated into the instructional process. Supports for students with significant cognitive, behavioral and social impairments will be the focus of this supportive curriculum. With a focus on monthly topics

this program is implemented through comprehension activities, vocabulary and sight word games. Visuals are used to create outlines in both a word and picture format. Students will end the school day with activities that include group games, such as Hangman or Memory, using content learned through the day. This program adjusts to students requiring extensive help and to those that are more independent. This curriculum relies heavily on a visual interactive format.

Gifted and Talented Students

For the student with gifts and talents, the skills often emerge early in development. For instance a child may have above average verbal aptitude, math or advanced artistic skills. These children often learn at an advanced pace and demonstrate leadership skills early on. For these students, extended learning activities will be integrated into their personalized plans. Through the UDL Framework appropriate levels of challenge will be especially important when designing rigorous work for these students. These students will be introduced to course work that offers minimal rigidity so that flexibility and creative options for them to demonstrate their knowledge of a particular subject are available. With the use of technology teachers will design specific lessons with the rigor to challenge these students. One such approach, will merge rigorous curriculum and technology. Through Visual Learning Environments (VLE) teachers will develop cultural experiences in the visual, creative, and performing arts. Students will virtually visit all types of museums, industries, governmental agencies, and institutions, thus exposing them to prominent and/or controversial persons and providing advanced study in the content areas (Belcastro 2005).

Social/Emotional Wellness

An essential component of a holistic educational approach to meeting the needs of students includes programming to support the healthy growth and development of social and emotional skills. These skills enable students to maintain a healthy emotional balance and effectively engage in interpersonal relationships. Social/emotional development can be negatively impacted by unique differences. Therefore it is crucial to address the social and emotional needs of the child through the developmental period. Our social/emotional development program (Why Try 2002), was chosen because of its effectiveness with elementary students in acquiring the skills to successfully initiate and maintain peer relationships, handle stressors inherent in growth and development and identify their social support structures. Bridgeway Preparatory Academy will utilize a school wide program to promote social and emotional wellness. Teachers will receive extensive training during staff development to implement this program successfully.

Why Try lessons provide the opportunity to examine and discuss a visual image of the objective, engage in experiential activities, participate in group processing, journal, and/or listen to music selections. These materials can be adjusted to meet the needs of all students, regardless of level. Two instructors, also referred to as co-facilitators, introduce the objective with a visual, then students engage in an experiential activity, which can be modified to meet gross and/or fine motor needs. At the end of the processing period, students listen and sing along to a musical selection which reinforces the concepts introduced throughout the lesson. The beauty of Why Try is its multi-modal presentation of the content that allows learners at various levels to access the social and emotional principles being conveyed. Components of this program will also be introduced in Monday, Bridgeway Forum activities. The Why Try program will be implemented weekly. Implementation will be consistent with the UDL philosophy of instruction providing age relevant lessons using art, music and interactive activities for student's at all academic levels. This program engages learners in fun, hands on activities that will allow them to generalize the skills learned across school environments.

Computer Literacy

Technology will support instruction in all aspects of UDL. In addition to formal technology application instruction, as outlined in the TEKS, students will have a daily demonstration of the utility of technology, opportunity to increase their skill level and understanding as they complete assignments within the various classrooms. Technology application standards (foundations, information acquisition, work in solving problems, and communication) will enable students to understand the utility of technology and eventually identify those technology resources essential for task completion (TEKS 2016). The goal of our technology infusion through UDL, and application course is to develop computer literate students.

The TEKS aligned Robotics program is a complement to instruction in technology applications. With this extended after school programming students have the opportunity to delve into technology at a deeper level. Through the Robotics program, students will utilize math and reading skills with hands on exploration while reconfiguring computers, building robots and other exciting and engaging activities.

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**NARRATIVE (2)** - Rationalize the use of the proposed curriculum to meet both the general and unique needs of the target population and community.

***INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.***

The goal of Bridgeway Preparatory Academy is to provide an inclusive, barrier free and personalized education for students in the margins while developing expert learners. Because students at Bridgeway Preparatory Academy will present with unaddressed advanced talents and skills and unique learning, behavioral, social and emotional needs, the team of Bridgeway Preparatory Academy has chosen TEKS curricula that can be implemented accounting for individual strengths and weaknesses through the framework of Universal Design for Learning (UDL). This framework allows the development of individualized programs, within an inclusive environment while ensuring that rigor and high quality instruction result. (CAST 2012)

The UDL Framework provides brain-based research to determine the most effective approach to identifying the needs of students so that programming can be developed to produce resourceful and knowledgeable, strategic and goal-directed, motivated and purposeful learners, the "expert" learner (CAST 2012). The UDL Framework focuses on three main brain networks (Affective, Recognition and Strategic). Given the population demographic of Bridgeway Preparatory Academy (GT, Sped, ESL, 504, struggling students), BPA will attract and actively recruit the students and families who are desiring an alternative option to meet their full potential. These families include students with unaddressed academic or language needs, those with advanced skills and maturation that are bored and unmotivated in the regular education environment, those with social and emotional deficits causing isolation and finally students in the regular education environment who have experienced recurring interventions over a number of years with minimal success. Because of the tendency to teach to the average student, these children have historically been marginalized in the educational environment. The UDL framework offered at Bridgeway Preparatory Academy, is specifically designed to address the needs of this population.

The UDL approach enables each student, to receive a holistic, personalized education in an inclusive environment that addresses barriers to a full educational experience. UDL views education as though there is no average student and by adhering to the three guiding principles, teachers effectively remove all barriers to learning, while providing a personalized plan of instruction. The three principles of effective instruction through the framework of UDL include:
1. Provide multiple means of representation to give learners various ways of acquiring information and knowledge. Presenting information in a variety of ways that enables students to perceive and organize effectively.

2. Provide multiple means of action and expression to provide learners alternatives for demonstrating what they know. Students can express what they know in multiple formats

3. Provide multiple means of action and engagement, to tap into learner's interests, strengths and motivation. Provide varied ways to engage the student in the learning activity by individualizing learning in ways that increase motivation.

A key component to accomplishing the aforementioned principles is planning. In the realm of UDL, planning takes on a team approach and manifest in the form of identifying barriers in advance while providing timely and frequent outcomes assessment. UDL, through proactive planning, eliminates barriers, maintains rigor and introduces activities that are motivating and relevant to the student. The planning for individualized learning through the UDL approach is accomplished by implementing four critical elements (Lawrence 2011). These include goals, intentional planning for learner variability, flexible methods and materials and timely progress monitoring.

Clearly articulated goals are an essential part of the learning process at BPA. Revealing the end goal in learning allows students to see the big picture, and make connections relevant to their learning out comes. Clearly articulating goals enable students to understand why the learning objectives are important rather than focusing on disconnected details, thus giving them a sense of purpose and relatedness.

An educational plan that anticipates needs and addresses learner variability is a crucial step to eliminating barriers while maintaining the rigor of the lesson. Bridgeway Preparatory Academy will utilize a proactive approach to lesson preparation. Teachers will be given the opportunity to design while accounting for individual skill sets, thus eliminating the need to retrofit instruction because of ineffective implementation and/or inaccurate identification of student strengths and weaknesses.

The use of multiple approaches and resources enable teachers to reach a broad range of learner variability within the inclusive educational environment while considering the preferences of each learner (Metcalf 2011). Through the use of varied activities and technology, lessons and assessments can be designed to meet the needs of the individual student.

It is our belief that frequent feedback of performance allows for reflection and new understandings to support student outcomes. With the use of technology, assessment is easily available enabling teachers to utilize their time providing curricular changes and modified student supports. For students, transparent assessment provides the opportunity to review performance through clear understandable means (graphs, charts, matrices) facilitating motivation to take ownership and be more self reflective (Hall et al 2003).

Pr K3-4
The proposed curricula Frog Street through the CIRCLE framework include innovative techniques to produce measurable and ongoing gains in young students. The model is aligned with the Texas Pre-K Guidelines. This curriculum provides activities that produce optimal learning in children through daily intentional large, small group, center and one to one learning. Moreover, the Gradual Release model, enables children to understand the thought behind what the teacher is doing. Through the curriculum children are provided with some freedom of choice enabling them to construct their own knowledge through play and exploration with cognitively challenging activities. This approach to multiple means of representation, engagement and expression offers a foundation for the UDL model that will be implemented as they progress thorough the grades.

K-5
Core Curriculum - To effectively implement the UDL framework with a diverse group of students, teachers will require a tool box that offers numerous activities, resources and engagement approaches. To that end, a core reading and math curriculum have been chosen to supplement and support lesson development and implementation for a wide variety of learner needs. Each of these curricular (Spalding Reading and Singapore Math) offer multi sensory means to engage students across many skill levels. Additionally, the Imagine learning and Unique programs enable teachers to plan for students with language deficits as well as those who are impacted with cognitive, social and behavioral challenges.

The choice of these curricula offers a divers toolbox for teachers to choose strategic learning activities to engage students at all points on the spectrum of need. For instance, the Spalding reading program offers literary exercises that engage students with advanced potential and interest in reading as well as those who have gifts but are negatively impacted by learning differences or Dyslexia. The curriculum provides a base for lesson panning though the UDL lens that enables each of these students to have meaningful learning experiences as they build a base for future success. Similarity, the Singapore Math offers concrete "hands on" activities to more abstract learning modules. This math approach addresses the needs of the gifted student who is prepared for higher order learning activities as well as the beginner requiring basic visual and kinesthetic activities to understand numerical reasoning.

Finally, the Imagine Learning and Unique Curricula complete the core subject toolbox extending effective learning opportunities to the ELL and low incidence student. Though Imagine Learning, students have the opportunity to gain a command of English through motivating computer based exercises that continually adjust to meet the student's areas of strength and need. With the Unique program, students at the very low end of the spectrum have an opportunity to engage in meaningful learning through visual and group activities that increase the skill set and thus ability to participate within the inclusive environment.

Social emotional learning, a component of the holistic approach to meeting the needs of students offers the support that enables students to develop healthy habits to maintain emotional balance and develop age appropriate social skills. The Why Try social emotional development program was chosen because of its effectiveness with elementary students as they acquire the skills to successfully interact with peers, develop consequential learning, and engage in successful school relationships.

The goal of BPA is to develop computer literate learners who understand the utility of technology. In addition to infusing technology into all course lessons and activities we will offer a technology application class for students. To support our commitment to developing computer literate learners, are extended learning opportunities through a TEKS aligned robotics program will provide an after school opportunity to engage for those who demonstrate an interest. Our technology application course and after school extension will give students opportunities to explore the world through the myriad of software available while also understanding the internal workings of computers.

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**NARRATIVE (3)** - Describe the plan and schedule to evaluate the proposed curriculum.

***INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.***

The goal of Bridgeway Preparatory Academy is to produce expert learners in a barrier free environment. With that said, the BPA curriculum is expected to provide the skills that enable students to make measured success at each juncture of their learning plan. Because of the innovative approach to teaching through the UDL framework, a time line for assessment of curriculum effectiveness will occur on a weekly, grading period, quarterly and yearly basis. With this process, curriculum and instruction will be continuously evaluated for effectiveness.

Base Line assessments:
For PreK the CIRCLE Progress Monitor will be administered three times per year (beginning, middle and end of year) as a measure of curricular efficacy. For kindergarten readiness the Texas Kindergarten Entry Assessment (TX-KES) will be administered to students entering kindergarten. The baseline assessment will provide a marker by which to assess the effectiveness of the curriculum. Similarly, for students k-5 entering BPA the initial assessment and monitoring instrument for a baseline to assess the impact of the curriculum will include the MAPpg/MAP.

Weekly Assessment
On a weekly basis, teacher assessments and student self reflections will occur to measure the attainment of educational objectives. Resources utilized to review information will include the learner, teacher support team, peers and computer generated data. This practice will allow for prompt accommodations and/or modifications to the coursework and insight into outcomes consistent with curriculum goals. Weekly assessments will be an essential part of the curriculum evaluation process and act as a short term measure of curriculum effectiveness. This information, will guide instructional decisions for the upcoming week.

Data Cycle Grading Period Assessments (Lampton 2013)
At the grading period, Data Cycle assessments will be utilized as a measure to identify the effectiveness of curriculum implementation. Information garnered from this process will be utilized to develop student action plans for struggling students and or groups of students by pinpointing specific student, classroom or grade level needs. When assessment results are incongruent with curricular goals, further evaluation of the data will be conducted to

determine the depth and breadth of the inconsistency. For instance an evaluation of student performance by concept, grade, and teacher and across grades will be evaluated to determine if instructional outcomes are consistent with the curriculum standards. When it is determined that a particular subset of students or group is struggling with particular items relating to a concept or curricular objective, a plan of action for revision will be implemented immediately.

Benchmark Assessments
Assessment of TEKS objectives determines the extent to which an individual, classroom, school or district has mastered the essential skills for life involvement. Benchmark assessments will take the form of a nationally normed evaluation such as the Measure of Academic Progress (MAP). Data from benchmarks will be disaggregated to conduct an item analysis of individual competencies. This item assessment will be compared across students, classes and grades as a reflection of the efficacy of the curriculum. This data will also provide a marking point for progress toward yearly goals. Adjustments to teaching strategies and material will be made to ensure that curriculum results are consistent with the overall school goals in rigor to meet TEKS objectives. This information will also be utilized in long term planning to adjust scope and sequence of the curriculum.

Yearly Assessment
The STAAR will be administered on a yearly basis and compared to the weekly, data cycle and benchmark performance results as a summative measure of curriculum effectiveness. This data will be disaggregated by the principal, dean and coordinators and presented to the school teams. STAAR assessment data will be utilized to compare students, classes and eventually school sites. This data will be an essential component in curricular modification or when rewriting curriculum to address the identified deficits and needs of the student body.

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**NARRATIVE (4)** - Discuss any plans to serve special programs or extracurricular activities; provide detailed information on each service. If no programs or activities will be offered, provide the rationale for that decision.

***INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.***

Through the Community Learning Plan (CLP), a cadre of specifically selected learning partners will provide an enriched school day for each learner. These programs are intended to expose and expand the sphere of options available to students and their parents while providing knowledge of the types of leisure and social opportunities available to build into a student's daily life now and in the future. This will be accomplished through a Robotics/STEM program that is TEKS aligned and performing and fine arts programs such as Trumpets for Kids, and eventually, athletic and therapeutic programs to include equestrian, art and music therapy. As well extracurricular clubs and sports activities (soccer, track and field, cheer club) will be available at no cost to all students

To increase community and civic awareness Bridgeway Preparatory Academy will also engage organizations, that provide support to students who present with uniqueness such as Autism Speaks founded by Suzanne and Bob Wright in 2005. Autism Speaks offers advocacy, outreach and research. Finally, through the Dallas Opera's educational program and the Dallas Museum of Art's student programs, Bridgeway Preparatory Academy students will have a number of school sponsored activities to select from based on their individual interest. These partnerships will be formed as a result of a commitment to increase community awareness and civic involvement, a cornerstone of our philosophy of preparation for a fully engaged adult life.

In addition to these programs, we will offer a morning and after school, fee based, enrichment program to students. This program will be housed at the school campus and provided by an outside agency, Champions. This program is geared toward the development of social, academic and behavioral skills and is presented through a variety of activities consistent with our philosophy. In anticipation of the need of some families, scholarship drives will occur to ensure that every family that has a desire has the opportunity for placement. Because Bridgeway Preparatory

Academy operates on a modified school schedule, this program will also be available during breaks to assist families of students who have siblings in other school environments.

Finally Bridgeway Preparatory Academy will seek out and engage in community partnerships with universities, community colleges and private and public high school programs. We will be a preferred training ground for practicum students, interns and student teachers as a result of the innovative paradigm of an inclusive, and barrier free instructional environment. We will also seek to participate in researched based studies, to quantify the efficacy of the Why Try and UDL programs. Moreover, as a partner to local and state institutions of higher learning, accessing professional development will be essential in maintaining and advancing our instructional techniques, increased utilization of technology and development of strategies to insure that all students advance in our program.

**I. The applicant will serve any grades Pre K - grade 8.** Yes ☒ No ☐

**II. The applicant will serve High School [any grades 9 - 12].** Yes ☐ No ☒

**Section III is for applicants who will serve Pre K.**

**III. Describe the grading system.**

Bridgeway will utilize mastery grading through the vehicles of norm and criterion referenced assessments to determine class progression for Pre K students

These students will be assigned grades for each learning domain that serves as an indicator of pre emerging performance and school readiness. P - proficient, I - in process, N - needs development. Domains are aligned with the Pre School Guidelines. Mastery grading will be utilized to allow for individual differences and progression Evaluation protocol will include Bracken, Pre School Evaluation scale, the Circle Progress Monitoring, teacher made projects and assessments based on student individual learning plans.

**Sections IV-VII are for applicants who will serve High School [any grades 9-12].**

**IV. The applicant will implement Personal Graduation Plans for all students .** Yes ☐ No ☒
Identify person(s), position(s), and/or entities that will be responsible graduation plans.

N/A

**V. The applicant will offer the following endorsement(s):** *Check all that apply*

Arts and Humanities ☐ Business and Industry ☐ Multidisciplinary Studies ☐ Public Service ☐ STEM ☐

**VI. Proposed graduation rate goal(s)?** *(in percentage)*

Year One ____ Year Two ____ Year Three ____ Year Four ____ Year Five ____

**VII. The applicant will post grade 11 and grade 12 GPA class ranks on all student transcripts?** Yes ☐ No ☐

**NARRATIVE (1)** - Discuss promotion and retention requirements for students to the next grade/graduation.

Include additional features of the educational model and(or) course offerings, outside of required curriculum, that will create a viable and adequate process for helping students promote to the next grade and (or) graduate.

**NARRATIVE (2)** - Identify outside resources, partnerships, endorsements, or other opportunities that will facilitate promotion and graduation.

**NARRATIVE (3)** - Discuss strategies that will be used to achieve successful vertical alignment between elementary, middle, and high school, where applicable.

Press to Input Narrative Response

**Evaluation Criteria**
**A response that meets the standard will:**

- Present promotion and retention requirements that are congruent with the proposed mission and vision.
- Discuss additional features of the educational model and(or) courses, outside of required curriculum, that will help students promote to the next grade level.
- Identify outside resources, partnerships, endorsements, or other opportunities that will facilitate promotion and graduation.
- Account for specific supplies, technology, and tools that will be needed to facilitate successful implementation of the program.
- Provide clear strategies that will assist students to vertically align between elementary, middle, and high school.

**NARRATIVE:** Briefly describe an average school day for a prospective student. How will their experience set itself apart from the average school day at the local school district? *Input answer here or applicant may click the button at the bottom of the page for a larger writing space. Do not write in both.*

EDUCATION PLAN – A Day in the Life

**NARRATIVE:** Briefly explain how and why the proposed teaching methods will enhance the quality of instruction during the school day.

Include information about any differentiated instruction that will be used to meet the needs of students. Include those students:

(i) above or below grade level,
(ii) with disabilities,
(iii) identified as gifted and talented, and
(iv) requiring bilingual/ESL services.

Press to Input Narrative Response

**Evaluation Criteria**
**A response that meets the standard will:**

- Provide compelling evidence that the teaching methods will impact and enhance the quality of instruction and meet the needs of a diverse student body.
- Discuss instruction for students who are:
  (i) above or below grade level,
  (ii) with disabilities,
  (iii) identified as gifted and talented, and
  (iv) requiring bilingual/ESL services.
- Discuss how growth will be assessed and instruction will be modified as necessary to achieve individual educational goals.

**NARRATIVE (1) -** Briefly describe an average school day for a prospective student. How will their experience set itself apart from the average school day at the local school district or charter? *Input answer here or on the previous page. Do not write in both.*

***INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.***

Community Learning Classroom Schedule – Jason's school day

Jason is an 8-year-old third grade student in Ms Courtland's class at Bridgeway Preparatory Academy. This is his first year with the school. Jason is diagnosed with a Learning Disability in Math and an Other Health Impairment for a moderately severe Attention Deficit Hyperactivity Disorder. According to mother, his greatest difficulty other than the typical inattention, distractibility and movement is his inability to make and keep friends due to his insatiable need to be the center of attention in all settings.

When asked for his input during the development of the community learning plan, Jason expressed a desire to have friends, make good grades and stay out of trouble. When queried for specifics Jason said that he can't always stop his body from moving and that this gets him in trouble in school.

When asked about his strengths, with a big smile, Jason indicated that he is a good reader and he loves to make up stories with sound effects, music and all. He is currently writing his own movie at home in his spare time. He also believes he will turn it into a play.

Jason's the only child living with his mother. During the initial interview, the school asked what could be done to support Jason in 100 percent attendance. Mother disclosed that if Jason could be dropped off at 7:10, she would be able to bring him and get to work on time. This would allow her to be less dependent on family who has historically been inconsistent in getting him to school on time each day.

Jason is very active in the morning which could lead to trouble if unsupervised. Jason's community service plan includes a morning activity that begins as soon as he arrives at school. This activity is designed to channel his already burgeoning energy in a productive manner. Jason is responsible for helping another peer stock the morning nonperishable food items for students to pick up when they come in for breakfast. Items are intentionally placed in a box and cafeteria workers are aware of this intervention for high energy students. The day begins as follows:

7:10 Jason is signed in by his mother and met by a team member knowledgeable of his learning plan. He places his school items in a bin and heads for the milk cartons. During his stocking activity he has been assigned five topics to engage in with the staff and a peer. He has been practicing how to engage in "give and take" conversation.

7:30 Jason sits with an assigned group of peers and eats his breakfast. The heterogeneous group of students has varying challenges and strengths in social interaction. He continues to use his skills during this time.

7:45- Morning Enrichment: Jason participates in the morning math enrichment through a scholarship that was provided to his mother resulting from a fund raiser. However, because it is Monday all students attend the Bridgeway Forum. On this day, Mr. Jones, a wheel chair bound teacher is facilitating the program. His core value is perseverance. Mr. Jones has an animated video of a child and his story is about overcoming challenges to grow up and fulfill his dream of becoming a coach. He begins with a definition of perseverance, shows the short video and then gives children and teachers the opportunity to provide input on times when they have persevered and what opportunities they may have to persevere during the week. Throughout the week, the children will be asked about the opportunities to persevere by teachers, cafeteria workers and parents.

8:25 English/Language Arts/Reading: Jason's teacher begins with a directed learning activity. After about ten minutes, students go to their respective centers, stations/computers or groups to begin their assignments. Ms Dee, the GT teacher, is standing at the back of the classroom. She begins to circulate the classroom assisting students who have their green block turned to yellow. After about 20 minutes she goes to the back of the classroom. Four students stop what they are doing and find Ms. Dee. After about 45 minutes into the class, Jason joins the students in the back of the classroom. He has completed his work and obtained a 90% score so he is joining the group at the table to read the chosen book of the month. These are the GT students and they are building a virtual world and writing a novel. Jason

was selected for this extended learning activity during the planning process due to his strong reading skills, interest in computers, and need for greater challenge and behavioral programming.

9:15 Mathematics – Jason use to hate math and tended to become a behavior problem during that activity. Now, at Bridgeway Prep, he is excited about what he is learning. Each night he has the opportunity to discuss his math successes with his mother. She receives the objectives of his learning plan weekly and is aware that they are building a life size space ship at the math center. She knows that Jason has an interest in space and through these hands on activity he is engaging in a manner that is consistent with his strategic learning strength, reading. The teacher introduces the day's lesson to students and gives each their assigned activity and center. Jason and two other students, meet with Ms Mann the inclusion teacher. She goes into more detail about the day's lesson and begins providing the tools the students will use as they tackle aspects of the space ship. Jason is provided with a multiplication program on his I pad to assist with his activity. This tool was introduced after weekly assessment revealed a higher knowledge and understanding, but weakness in the mechanics of mathematics.

10:15 Science – In Science students are learning about gravity. On this day, the Science specialist is present to assist students with the lesson. First on their computers, each student views a short video about the moon. After the video, Jason and his peers gather their items and begin determining the difference in weight and its affect on gravity. Each student has a different activity within the process based on their individual strengths and learning plan.

11:15 Social Studies – Jason and his peers are preparing for the visit from Senator Ratliff. Using Brain Pop Jr comics, and because of mock elections the class now has a mayor. They have developed questions regarding responsibilities of a state senator.

12:15 Lunch/Recess

1:15 Social/Emotional/Character Development - Jason and a group of peers participate in the Why Try program at Bridgeway. Through the use of rap songs and a choreographed dance, Jason and his peers are learning 10 ways to bounce back from mistakes. Jason's partner is Doug. He has Autism. He and Jason have become quite good friends. Doug loves to dance. He gets the starring dance role in the rap song. Most of these students have been with Doug since PreK. Doug has some unique behaviors that he is working on with the ABA specialist. However, other students who have been educated with him for a period of time don't even seem to notice. Jason follows suite.

1:45- Community Engagement - State Representative Ben Ratliff is visiting the school to talk about his job as a State Senator. Jason and his peers have researched how state government works and the importance of voting. They have questions to ask that were formulated the previous week.

2:15 - Art Class – Jason is making a prop for his movie using color gradation. He is using magic markers to gradate the color blue at 6 levels as part of his assignment He is required to use specific math skills in the form of fractions, to determine amounts of color at each level of gradation. Using a white board, Jason and a peer complete the design.

3:00 - Learning Extension class - In Jason's extension class, he utilizes an Intelligent Adaptive Learning program to assist with math development. This program recognizes Jason when he logs in and has adapted the material based on his previous day's performance. Jason is also tracking his progress as he knows this will allow him to move forward in math.

3:35 - Health - Jason enters the room, chooses his snack and goes to his seat. This health class and today's lesson has to do with fast food. Students will be viewing a video and learning about healthy food alternatives. Students will be using various low to high technology to build a health food choice pyramid based on the food groups

4:00 - End of day parent progress report/student generated (Bridgeway Prep Power Report) - Jason completes his power report using red, green and yellow dots. His teacher initials and watches him put it in his backpack for his mom to view and initial. This is a quick review of Jason's day for his mother with goals identified especially for him, by him. The next day he will document his progress in his overall report that is on the wall for him to see. He could choose to keep it in a folder but he wanted to display his improvements.

4:15 - School Dismissal

4:15 - Champions After school Program Organization/ Sports Extra curricular

On those days that Jason does not participate in an extracurricular activity, he attends the enrichment activity for math. He thinks its play because of the activities but it is actually a math tutorial. This is Jason's first year with Bridgeway; however, weekly assessment results show that his progress in math is remarkable. Because of his progress, The Community Learning Team and ARD committee have collaborated and developed a goal for Jason to participate in the regular STAAR test. He is on his way!





**NARRATIVE (2)** Briefly explain how and why the proposed teaching methods will enhance the quality of instruction during the school day.

Include information about any differentiated instruction that will be used to meet the needs of students. Include those students:

(i) above or below grade level,
(ii) with disabilities,
(iii) identified as gifted and talented, and
(iv) requiring bilingual/ESL services.

***INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.***

The cornerstone of Universal Design for Learning (UDL) addresses the challenges found in a classroom with diverse learners. Instruction for students at, above and below grade level, those with disabilities or identified as ELL, and Gifted will be met within the Bridgeway Preparatory Academy environment.

A multidisciplinary team will be used at all levels of student programming. This team, consisting of a cadre of educational professionals, parents, a community liaison and others deemed essential to successful school performance will be involved in each child's plan. This plan will provide the road map for instruction based on TEKS criteria.

Through the principles of UDL, team planning will provide a road map for the creation of goals, methods, materials and assessments individualized to each learner. These flexible approaches will allow customization and adjustment within and throughout the educational experience. The UDL approach will be especially appropriate for students with learning and language needs and those who are without a disability but have unique needs as a result of a limited knowledge base due to lack of exposure and opportunity. The UDL principles underlying instruction and assessment will be utilized at every juncture from planning to implementation to assessment. These principles are:
Provide multiple means of representation,
Provide multiples means of engagement, and
Provide multiple means of action and expression.

Differentiated instruction for students above or below grade level, with disabilities, identified as gifted and talented, and requiring bilingual/ESL services will occur using a variety of methods (direct instruction, computer based instruction and blended learning), materials (video, virtual, white board) and engagement activities (peer, individual, project and team). Additionally, the extended learning class that meets daily will offer a time for individualized student support or more rigorous learning opportunities based on individual needs. Co-teacher planning will begin by taking into account the characteristics of the learner, background knowledge and exposure, cognitive strategy development and skill level, language acquisition, interpersonal and social adeptness and behavioral needs.

Because of the vast difference in student characteristic within our environment, goals for each student's, instruction and assessment will be personalized, using low, high and medium technologies, methods and materials and varied curricular options. With the use of two teachers/teacher assistants and the additional related service and clinical personnel,

teachers will have the opportunity to continually revise strategy in content and methods to promote optimal learning.

For students who require a more challenging curriculum (above grade level or gifted and talented), extended learning activities will be integrated into their personalized plans. At its essence, planning and learning through the UDL lens provides appropriate levels of challenge. Thus in the co-planning stage the skill sets of each learner will be taken into account. For the twice exceptional, gifted or above average student, lesson planning will include activities that have minimal rigidity allowing for more creative and demanding options for them to express their understanding. With UDL students are allowed to move at their own pace toward their goals thus lesson extensions, more complex reading and critical thinking activities which allow them to check for understanding and performance will be available. One fortuitous manifestation of this approach is that students who may not be viewed as exceptional but excel in specific areas, will also benefit from this approach to planning, enabling them to fulfill their true potential. For instance, the learner who excels in reading comprehension, but has difficulty with word identification, though the use of a word reader, will have the opportunity to engage in advanced instruction eliminating the barrier that might otherwise prohibit his access.

Because UDL provides extended access to learning by eliminating barriers in the environment (physical, cognitive, intellectual, and organizational) this approach inherently lends itself to the practice of inclusion. Thus, giving all students, including those with learning deficits or below average functioning, the ability to receive an equal opportunity for optimal learning within the regular education environment. By planning, using creative and flexible instructional approaches, visual captioning, visual representation, text to speech and intelligent adaptive programs that identify weaknesses within performance and reorganize learning activities, students with diagnosed deficits in one or more content area will experience academic success. Crucial to this process, as mentioned earlier, is the co-planning (content area and strategy expert) that takes into account individual learner strengths and weaknesses. When students who present with differences or below average performance, have instructional plan that identify, remove barriers and provide supports, their opportunity to learn and excel on a level playing field will increase.

Students requiring ESL and language support may enter the educational environment with a number of inhibitors to learning that are a manifestation of their second language. For instance, they may possess limited or no knowledge of the concepts necessary to succeed in classes in addition to their limited command of the English language (Yilmazel-Sahin, 2016). Therefore in the planning stages for our ELL students, building background knowledge will be an essential key to improved academic performance. For these students, instructional planning will include activities that align with the ELPS standards and increase basic knowledge though real life hands on activities, peer and cooperative learning, and computer assisted programming, such as books on tape. The UDL concept of multiple means of representation, engagement and action and expression will be crucial for their success. Moreover, the use of an extended curriculum such as Imagine Learning will assist in the gradual development of language skills needed to not only demonstrate a sufficient oral communication but reading skills that enhance overall learning. Finally, the assessment process for ELL students will also take on various forms depending on the level of competence. Formal, informal, and authentic assessment will be ongoing to quickly and accurately pinpoint required modifications that may be needed in the course of the instruction. The goal of our ESL program and the intervention techniques applied to instruction, are to ensure that all students who are ELL obtain the English Language Proficiency standards (ELPS) as outlined in the TEKS.

Bibliography
Retrieved 11/20/2016 from, www.edtechpolicy.org/StudentWork/Empowering ESL Students With Universal Design, Yilmazel-Sahin, Yesim, Ph.D., Candidate Second Language Education Program, College of Education University of Maryland, College Park,

Charter holders must enroll and serve students in at least one state-tested grade level by the beginning of the third (3) year of operations, so that the Charter School receives an accountability rating at the end of its third year. Also, the Charter School must enroll and serve at least fifty (50) percent of its students into a state-tested grade level by the beginning of the fifth (5) year of operations.

**I. Name(s) of Proposed Assessment(s):**
*for PreK, Kindergarten, Grade 1, and Grade 2...*

Pre School Evaluation Scale,TELPAS, MPG Pre-LAS Kindergarten Entry Assessment, CIRCLE Progress Monitor,

**II. Name(s) of Proposed Assessment(s):**
*for Grade 3 and up...*

STAAR, LAS, LAS-Links, MAP Psycho Social Behavior Rating Scale - Synergy Center for Wellness, TELPAS

**III. The charter school will be evaluated under Alternative Education Accountability (AEA) provisions.** Yes ☐ No ☒

**IV. Person(s), position(s), and/or entities that will be responsible for planning assessment/evaluation activities.**
*Including educational or experience requirements.*

The Dean of Instruction/Curriculum, Principal, and Special Education Director and coordinator along with the ESL specialist and the assessment specialist will be responsible for planning all assessment/evaluation activities.

**V. List data collection activities that will be involved in the proposed assessment/evaluations.**

Data collection for assessment and evaluation purposes will take place on a weekly, monthly, quarterly and yearly basis depending on the type of data being collected. Evaluations include weekly work, student projects, grading period data cycles, benchmarks, criterion and norm referenced assessments, and STAAR.

**VI. Person(s), position(s), and/or entities that will be responsible for the analysis of data.**
*Including educational or experience requirements.*

Teachers, mental health professionals, administrators, Dean of curriculum, Content Specialist, Special Education Personnel will be responsible for data analysis. These individuals will receive formal training on data disaggregation and analysis.

**VII. Person(s), position(s), and/or entities that will be responsible for collecting assessment/evaluation data.** *Including educational or experience requirements.*

The assessment coordinator, assessment specialists and teachers will be responsible for collecting assessment data

If proposing any grades PreK through Grade 2, include specific discussion on the proposed assessment(s) in the narratives below.

**NARRATIVE: (1) -** Detail all plans to measure and evaluate academic progress of individual students and student cohorts. Including throughout the school year, and at the end of each academic year.

Include roles and responsibilities for anyone involved in planning, implementation, data collection, analysis, and reporting of data.

**NARRATIVE (2) -** Provide a rationale for the use and applicability of the proposed assessment model(s).

Press to Input Narrative Response

**Evaluation Criteria**
**A response that meets the standard will:**

- Propose specific and comprehensive assessment models for student achievement.
- Demonstrate a clear understanding of the proposed assessment model(s).
- Rationalize the use and applicability of the proposed assessment model(s).
- Identify specific roles and responsibilities of person(s), position(s), or entities that will be involved in planning, implementation, analysis, and reporting of data.
- Detail assessment schedules, all necessary sources of data, and discuss any associated data collections.
- Outline a clear plan to use assessment data for the improvement of campus teaching and learning.

**If proposing any grades PreK through Grade 2, include specific discussion on the proposed assessment(s) in the narratives below.**

**NARRATIVE (1)** - Detail all plans to measure and evaluate academic progress of individual students and student cohorts. Including throughout the school year, and at the end of each academic year.

Include roles and responsibilities for anyone involved in planning, implementation, data collection, analysis, and reporting of data.

***INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.***

Nothing we do for our students is more important than our assessment of their work and the feedback we give them on it (Race, P et al, 2005).

Assessment will be guided by the Texas Essential Knowledge and Skills ( TEKS) instruction through the use of the Universal Design for Learning Framework. Initial, weekly, grading period, benchmark and yearly assessments will be implemented to ensure that specific learning competences, strengths and weaknesses are identified and monitored to guide instruction and support the students overall success.

Initial Assessment
Upon enrollment, a personalized needs assessment will be conducted. This assessment will take the form of observation, record review, formal and informal measures to identify present levels of performance, for each student. This information will be utilized to develop a community learning plan. This plan will be used throughout the academic career of each student to document measured progress at all identified milestones.

PreK 3-4: According to Tale (1988), "Informal observations and structured performance sample assessments are more appropriate than standardized tests for measuring early childhood literacy learning". Therefore, with our PreK 3 - 4 the Pre School Assessment Scale, formal and informal measures including observations, anecdotal record, work samples, digital pictures and checklists will be used in the initial assessment and when monitoring growth. The CIRCLE Progress Monitor will be administered three times per year (beginning, middle and end of year). For students PreK - 3 a language assessment will be conducted when a second language is identified by the Home Language Survey. The Pre-Language Assessment Scales (Pre-LAS) will enable teachers to determine the oral language proficiency of each student in English and Spanish. This information will be utilized in the development of the learning plan.

K - 5: For K through fifth grade, the initial needs assessment will include information from previous educational settings when available, surveys, interviews and formal and informal screening tools. This assessment will ascertain the impact of academic, behavior, and medical/physical, social/emotional and community/home factors. Moreover, within the first six weeks of school a baseline performance will be conducted using MPG/MAP testing published by NWEA. For kindergarten readiness the Texas Kindergarten Entry Assessment (TX-KES) will be administered to students entering kindergarten as a part of their initial assessment. In kindergarten and above, the Language Assessment Scales ( LAS) will be utilized to identify oral language proficiency. the Texas English Language Proficiency Assessment System (TELPAS) may also be administered if ESL placement is warranted.

Weekly Assessment
Weekly assessment will be tied to learner competencies and characteristics based on the three principles of UDL (representation, engagement, activity and expressions). A wide variety of tools including individual and team project demonstrations, homework completion, daily and weekly formative evaluations, computer generated profiles of student performance and self reflections and observations will be utilized by the teams to guide the direction of future instruction. All learning will be tied to TEKS objectives taking into account learner strategic networks( affective, strategic and reflective). Resources and team members involved in the review of performance will include the learner, teacher support team, peers and computer generated data. Weekly assessment information for each student will be utilized in the Friday team meetings to document student progress, needs and realign instruction accordingly. From this information, decisions will guide instruction for the upcoming week.

Data Cycles: (Grading Cycle Assessment)
In conjunction with the six weeks grading period, The Data Cycle assessment planning and intervention process will be conducted four times per year. The Data Cycle Process provides a six weeks measure of performance. This measure of formative assessment enables teachers to pre plan, assess, disaggregate the data and develop interventions for students, classes and grades. This assessment plan will be conducted consistent with the grading cycle. Teachers will utilize the data to inform instructional decisions for the next grading period. The A-Net evaluation system will be utilized for this process. A Net provides brief, interim assessments of information recently taught and identifies areas that need to be retaught or reinforced. This assessment also targets students in need of extra supports and gives clarity regarding the area of confusion and insight into why students are struggling.

Benchmark
Assessment of TEKS objectives determines the extent to which an individual, classroom, school or district has mastered the essential skills for life involvement. To that end, benchmark measures to assess individual and cohort performance during and across school years will be implemented. Benchmark assessments will take the form of nationally normed evaluations such as the Measure of Academic Progress/Primary Grades (MAP/MPG). These assessments will be administered three times per year. Benchmark results will be disaggregated by instructional teams (teachers, administrators, deans and coordinators) to assist in planning and realignment of instruction to meet the students' needs.

Yearly
The STAAR will be conducted as a summative measure of student yearly performance. Once results are received, the disaggregated data along with weekly and interim assessments will be utilized to inform decisions regarding student needs in remediation for academics deficits or dual class enrollment for students who are excelling. STAAR data will be analyzed by the principal, superintendent, dean and coordinators. This information will be presented to the respective staff.

**NARRATIVE (2) -** Provide a rationale for the use and applicability of the proposed assessment model(s).

***INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.***

It is the belief of our team to be useful, assessment must be ongoing and provide information that leads to instructional effectiveness. A key factor of educational success is valid assessment that provides an accurate measure of student ability. We also believe that to be effective, assessment should be timely. That is, to modify the course of a scope of knowledge and ensure that student outcomes are consistent with goals, frequent and succinct information of how the student is mastering the learning objectives is essential.

Through the UDL lens each student, regardless of unique characteristics will have the opportunity to experience success in the classroom. Assessment within the framework of UDL, when implemented with integrity, enables teachers to accurately assess student knowledge in a timely manner, consistent with the student's strategic networks, thus providing invaluable feedback on future learning. This framework enables teachers to set students up for success, thus building the essential knowledge necessary to engage in increasingly rigorous educational material with an increased expectation of mastery. When teachers are provided with the information that allows them to adapt instruction to the learner needs, everyone wins.

The proposed methods utilized to assess student performance include, initial, weekly, grading period, benchmark and yearly assessments. Review of student performance based on these assessments will occur on a daily, weekly, grading period, quarterly and yearly basis.

Initial assessment of students will be utilized to provide a baseline measure of student performance. This will take the form of observation, record review, formal and informal measures and interviews. This plan will be utilized throughout the year to document measured progress and reassess skill sets at all identified milestones. The importance

of baseline data cannot be understated. Student's functioning at the entry into the school, provides a road map for a successful educational future. It has always been our premise that to develop the route to a destination you must know where you are in the present. With this initial assessment, the goals, road map and end results will be developed and monitored to ensure student success. This initial assessment gives us the "what" of how the student is functioning and allows us to determine the how that will be most beneficial to ensuring student success.

Weekly assessment will be conducted utilizing a wide variety of tools and take into consideration the principles of UDL (representation, engagement, action and expression). Multiple approaches will be implemented based on individual student, groups and class needs and goals. Weekly evaluations are imperative to provide both the student and teacher with an account on the success of meeting individual, team and class goals. These assessments will occur in the form of individual and team project demonstrations, homework quizzes and performances consistent with the strategic networks of the individual student being assessed. This information will provide a quick and easy measure of growth through the use of computer generated reports, graphs and charts of student performance that will allow the community learning team to make informed decisions about instruction. It will also provide a means for students to reflect and realign personal academic goals. The weekly assessment of student competencies will provide an immediate benchmark of performance against specified goals and objectives. It will also provide a mile-marker for student growth that can be compared to a long term plan.

Interim/Benchmark and long term measures will take the form of nationally normed evaluation measures. Benchmark assessments will provide a more comprehensive marker of student performance over a longer period of time. These markers will also enable community learning teams to compartmentalize individual skills and concepts that appear to provide ongoing challenge for students. Conversely, this measure will be an indicator for increased rigor in instruction for those students mastering advanced concepts and goals. The interim marker will be a key component to the overall community learning plan as it will provide a beginning, midyear and late-year marker of student overall achievement.

Additionally, the STAAR evaluation (a summative measure) will access student performance and teacher effectiveness with yearly goals within a year or from year to year. This measure will allow school wide and district wide disaggregation of student performance within and between groups to provide a comparative measure of student growth among and between populations of students and to develop district wide planning.

The STAAR assessment will be delivered as a summative measure of student yearly performance. Once results are received, the disaggregated data along with weekly and benchmark assessments will be utilized to inform decisions regarding student needs in remediation for academics deficits or dual class enrollment for students who are excelling.

Learning teams will review assessment data with the support of the administrator, special education director and respective coordinators (Sped, ESL, 504). Teams will also be responsible for participating in and sharing data with the entire school staff. Assessment data will be compared among student groups to ensure that measured progress is being made within subgroups and when compared to overall student performance.

The assessment of student performance within the framework of UDL enables teachers to accurately measure student knowledge in a timely manner, thus providing invaluable feedback on future learning. This framework enables teachers to set students up for success as well as build the essential knowledge necessary to engage in increasingly rigorous educational material, with an increased expectation of mastery. When effective assessment techniques provide information to students and teachers that allow timely reorganization, planning and learning, everyone wins.

Bibliography

Race, P. 2005, Why is assessment important? Race, P. Brown, S. and Smith, B. (2005) 500 Tips on assessment: 2nd edition, London: Routledge. Retrieved 10/26/2016 from https://www.reading.ac.uk/engageinassessment/why-is-assessment-important/eia-why-is-assessment-important.aspx

William H. Teale Nov., 1988 Developmentally Appropriate Assessment of Reading and Writing in the Early Childhood Classroom The Elementary School Journal, Volume 89, Number 2

Open-Enrollment Charter Schools that are subsequently approved for multiple campuses after Year 1 must hold at least one public meeting within the geographic boundaries at least 1 year prior to opening that campus. *See Letter of Special Assurances if proposing to open more than one campus.*

**I. Public Meeting(s) Dates** - *dd/mm/yyyy/0:00*

09/27/2016/6:00

**II. Number of Attendees** - *# per meeting*

56 individuals not related directly to the school development were in attendance

**III. Location(s) of Meeting** - *facility name and address to include city and zip code.*

Farmers Branch Public Library
13613 Webb Chapel Rd.
Farmers Branch, TX 75234

The term "**awareness outreach**" refers to any demonstrable activity undertaken to build awareness of the proposed charter school and (or) any associated public meetings.

**IV. Method(s) of Awareness Outreach:** ***check all that apply***

- ☒ In-Person
- ☒ Telephone
- ☒ Social Media
- ☐ Direct Mail

Other

News media press release (online and print)
Postcard announcements hand delivered to local agencies

**NARRATIVE (1)** - Discuss awareness outreach strategies that were taken prior to the meeting(s). Include any populations and (or) communities that were targeted for outreach efforts.

**NARRATIVE (2)** - Provide a synopsis of the public meeting(s) held to discuss the proposed charter school plan.

Include a summary of audience questions and any responses provided during the meeting.

**NARRATIVE (3)** - Explain any strategies that increased attendance at the meeting(s) or factors that contributed to lower attendance rates.

Press to Input Narrative Response

**Evaluation Criteria**
**A response that meets the standard will:**

- Discuss method(s) of awareness outreach that were used to build awareness prior to the meeting(s).
- Detail specific areas of interest and concern that were discussed during the meeting(s).
- Explain possible reasons for unexpectedly low attendance rates or detail strategies that possibly increased attendance at the meeting(s).

**NARRATIVE (1) -** Discuss awareness outreach strategies that were taken prior to the meeting(s). Include any populations and (or) communities that were targeted for outreach efforts.

***INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.***

Prior to the outreach meeting, a fundraising event was hosted by Dr. Natalie Davenport and the board members with the specific purpose of introducing Bridge way's mission and vision, raising funds that will be used towards start-up expenditures, and inviting people to show their support by attending the public meeting. Attendees were encouraged to attend the open meeting, and asked to invite others to the meeting.

During the event, several parents offered their personal testimonials about raising children with unique and special learning needs as well as the importance of needing a school that offered an accepting, encouraging environment for these students. These individuals also validated Dr. Davenport's experience and expertise in working in this area for more than two decades.

After the fundraising event, a video production company assisted Bridgeway to shoot, edit and produce a video about the concept and educational framework of Bridgeway, including the date of the meeting. The video was posted on Bridge way's website and Face book page, and emailed (via a donor management marketing and communication tool) to all individuals who were invited to the initial fundraising event.

Through the use of a marketing and communications agency, a press release was distributed to the following media outlets (online, on air and in print): Dallas Morning News, Lewisville Leader, Plano Star Courier, Carrollton Leader, Frisco Enterprise, Coppell Gazette, WFAA (ABC), NBC5 / KXAS, CBS11, Fox4 News, KRLD, KERA (PBS), KHVN – Heavan97, KRNB-105.7FM, The Dallas Weekly, North Dallas Gazette, iMessenger News, Texas Metro News. Additionally, approximately 400 postcard announcements were hand delivered to the following agencies: Carrollton Recreation Center – Crosby Rd., Carrollton Recreation Center – Rosemeade, Carrollton Library – Josey & Keller Springs, Children's Advocacy, Dallas Children's Advocacy, The Family Place, Mosaic, and Dallas Public Library at Midway and Briar Grove.

The populations targeted for the meeting were educators, parents and families of students with unique learning needs, child advocates, mental health providers, and supporters of children with unique learning needs. The following communities were targeted for the meeting: Farmers Branch, Dallas, Fort Worth, Richardson, Keller, Lewisville, and Carrollton.



**NARRATIVE (2) -** Provide a synopsis of the public meeting(s) held to discuss the proposed charter school plan.

***INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.***

Dr. Davenport welcomed the attendees to the public meeting, introduced the board members, and explained the purpose of the meeting.

Following introductions, Dr. Davenport gave a PowerPoint presentation, which included a review of the vision, mission, an explanation of the Community Learning Approach, a definition of Universal Design for Learning (UDL) Framework (a framework that eliminates barriers and focuses on personalizing instruction to the individual needs of the child), key programs (i.e., Why Try, Arts Education, Champions Before/After school program, core academics, and supplemental offerings- e.g., Foreign Language, mental health services), the daily school schedule, Bridgeway's commitment, and how the attendees can help to spread the word. The attendees also were provided a Frequently Asked Questions document. After the presentation, the floor was opened for a question and answer period. Below are the questions and responses.

Q1: What grades will you be covering? What will you be adding?

A1: We will start with Pk-4 – 2nd grade (3 classes each). The next year, we will add PK 3 and 3rd grade. Then we will add 4th and 5th grades in consecutive years. During the 3rd year, we will add a school in Fort Worth. A Houston site and then Austin and San Antonio sites will be added in later years.

Q2: There are some kids who don't get diagnosed until 7th or 8th grade. What will you be able to do to capture the kids who aren't diagnosed until later?

A2: You don't have to have a diagnosis to be a part of BPA. We want to capture students early so that we can provide the services they need to support them in the educational environment.

Q3: What is your class size?

A3: For all core classes 3-5 we will have a 13:1 ratio. Part of the model is two teachers per classroom. A core teacher and a content specialist or Special Education teacher will be in each classroom. There will be a GT teacher who will work with all grades.

Q4: Are you going to evaluate based on their age or grade category?

A4: They will be in grade categories for the most part. Bridgeway Preparatory Academy is not typical. Depending on student skills they may be able to take advanced classes at other levels.

Q5: Right now you have up to a certain age? What is the transition plan to take them to the next school?

A5: That is a great question. One of the things we want to do is to make a concerted effort to communicate with our school and charter districts around us. We work with most of them already. When a child comes to our school, we plan to invite teachers from the previous school to provide authentic information about the child. The same will occur when the child transitions to the next level. Teachers will provide information to the next school.

Q6: Who will provide related services?

A6: Most of the time schools don't have the resources or the services needed to adequately provide for students with special needs. This won't be a problem for Bridgeway. Diagnostic Assessment Services, has the full continuum of services for special education. We hope to provide services to the school.

Q7: How will you sustain funding?

A7: We have to show TEA that we have financial sustainability. It will take additional funds to sustain Bridgeway. Through the use of a fundraising team, grants, and public education funds we anticipate that we will meet our financial goals each year.

Q8: Have you found a site yet?

A8: We are shooting for a one story with access to the outside form each classroom. We are currently in discussion with two sites.

Q9: Where are you drawing the teachers from?
A9: We will be recruiting teachers from around the country. We want a variety of teachers including new and experienced.

**NARRATIVE (3) -** Explain any strategies that increased attendance at the meeting(s) or factors that contributed to lower attendance rates.

***INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.***

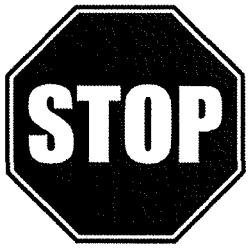
The invitation list for the Bridgeway Preparatory public meeting included 254 emails, a major news paper, an on line video and two community news papers. In attendance were parents and educators from Dallas and Ft Worth, a city councilman as well as representatives of organizations for students with Dyslexia.

To drive attendance to the event, Dr. Davenport used traditional media (i.e., postcard announcements, press releases), marketing and social media (primarily Face book) and word of mouth. A respected community and marketing agency in Dallas assisted with spreading the word more quickly and broadly, building off the outreach that the Bridgeway Board made through its own extensive networks throughout Dallas.

While we made a good effort to target the entire community we feel our actual attendance numbers were low. In retrospect, we identified that: the public notice did not give people sufficient time to plan (two weeks); several calls were received after the meeting indicating that individuals were unable to attend due to work schedules; and finally, we feel that publishing the notice in bilingual papers, and on bilingual radio and TV stations would have given us a larger audience.

Additionally, if chartered we would provide an additional public meeting immediately publishing notices earlier and give an opportunity for individuals to select an option of more than one date. We would also do community canvassing with a bilingual team and engage in opportunities to speak in churches and other civic events.

**I. Has the applicant identified a specific location for at least one campus in Year 1?** Yes ☐ No ☒




**ONLY COMPLETE THIS PAGE IF ...** you indicated "yes" above that you have already chosen a facility (or facilities). This means that you know the physical address for at least one of the proposed campus(es) in Year 1. If you indicated "no" above, proceed to the next page.

**II. Physical Address of Location(s):**

**III. Does the applicant intend to lease or purchase property?** Lease ☐ Purchase ☐

If leasing, is the applicant within the 2nd or 3rd degree of consanguinity or affinity to the lessor? Yes ☐ No ☐

**IV. The applicant will:**

Use the Existing Facility As-Is ☐ Build a New Facility ☐ Repurpose/Remodel the Existing Facility ☐

**V. Has the building been issued a certificate of occupancy for educational use?** Yes ☐ No ☐

**VI. What was the facility's last nature of use?**

**VII. Will the facility share space with individuals/organizations in addition to the proposed charter school?** Yes ☐ No ☐

*If yes, provide the name of the entity, type, and frequency of use.*

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

**NARRATIVE (1) -** Detail the proposed acquisition process to account for any lease or purchase agreements.

Include projected acquisition timelines and associated cost(s) and fee(s).

**NARRATIVE (2) -** Describe the facility and community and how they will be suitable for the proposed charter school's mission, vision, educational model, and scope of operation. If any, detail all construction and(or) renovations that must take place before serving students.

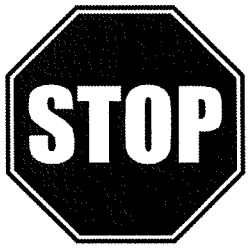
Include all plans to ensure that the school facility will be compliant with the Americans with Disabilities Act (ADA).

Press to Input Narrative Response

**Evaluation Criteria**
**A response that meets the standard will:**

- Provide a clear description of the facility and community and how it will be suitable for the proposed charter school's mission, vision, educational model, and scope of operation.
- Justify the facility and community's suitability to serve the ages/grades that are proposed - including specialty space, if any.
- Provide a clear description of the purchase or leasing arrangements - including timeline(s), cost(s), and fee(s).
- Provide a clear plan for any construction or renovations that must occur to ensure adequate facilities.
- Present budget costs and financing arrangements that are congruent with the financial workbook.

**I. Has the applicant identified a specific location for at least one campus in Year 1?** Yes ☐ No ☒




**ONLY COMPLETE THIS PAGE IF ...** you indicated "no" above that you have NOT chosen a facility (or facilities). This means that you do NOT know the physical address for at least one of the proposed campuses in Year 1. Only complete this page for any campuses that do not have a specific location.

**II. Does the applicant intend to lease or purchase property?** Lease ☒ Purchase ☐

**III. Does the applicant intend to use a broker or consultant to procure occupancy?** Yes ☒ No ☐
*If yes, provide name and company?*

Nick Lee with NAI Robert Lynn

**IV. Will the facility share space with individuals/organizations in addition to the proposed charter school?**
*If yes, provide the name of the entity, type, and frequency of use.* Yes ☐ No ☒

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

**NARRATIVE (1) -** Describe the desired facility and community and how it will be suitable for the proposed charter school's mission, vision, educational model, and scope of operation.

**NARRATIVE (2) -** Describe the process for identifying and securing a facility. Including plans for building or renovating, timelines, and financing.

Include all plans to ensure that the school facilities will be compliant with the Americans with Disabilities Act (ADA).

Press to Input Narrative Response

**Evaluation Criteria**
**A response that meets the standard will:**

- Provides a clear description of the desired facility and community and how it will be suitable for the proposed charter school's mission, vision, educational model, and scope of operation.
- Provide a clear process for identifying and securing a facility.
- Identify relevant individuals that will have significant roles in the facility selection and procurement process.
- Provide a clear description of the anticipated purchase or leasing arrangements and/or construction or renovations that might occur to ensure adequate facilities.
- Present budget costs and financing arrangements that are congruent with the financial workbook.

**NARRATIVE (1)-** Describe the desired facility and community and how it will be suitable for the proposed charter school's mission, vision, educational model, and scope of operation.

***INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.***

At the present, BPA has not identified a facility to lease. BPA will ensure that the facility chosen meets all ADA requirements, has adequate space for classrooms, bathroom facilities and offices to meet the school needs. This facility should provide ample space for a work center format within each classroom as opposed to rows of desk. Student will utilize round tables and activity centers in conducting class work. As well, the need for project based assessments will dictate the need for larger classrooms. Finally, students seating will vary depending on the child need. In addition to the need for space for wheelchairs, the school will eventually purchase a number of alternative types of seating including elliptical, bicycle and chairs that convert to other forms of furniture.

This site will include classrooms to adequately accommodate 300 to 600 students our first three years and 800 at capacity. Each class will have a minimum of two teachers with ADA accessibility and space for several wheel chairs. This is of importance to the BPA team as it is our anticipation that there will be a high number of students requiring space accessibility. A second factor for our school site is ease in maneuvering the campus classrooms and offices. It is our expectation to have an increased number of students who have sight limitations so ease of mobility is a priority.

A third consideration for our site is private spaces fitted with cameras to adhere to the law for students with more involved needs. These rooms will serve a dual purpose for any individual assistance needed by students. It is our hope that they will be within close proximity of each classroom.

Currently the BPA team has enlisted the assistance of a commercial Realtor who has ten years of experience locating charter school sites for tenants. With the assistance of his architectural team, an initial scaled requirement for the flagship site has been developed.

The desired location for our flagship facility will be within the 75234 zip code of Farmers Branch, Texas. This location borders the Dallas ISD and is within the Carrollton/Farmers Branch school district. There are a number of private schools for children with unique needs also within close proximity to the desired Farmers Branch location. There are a small number of charter school options within this area.

Our desired facility will be equipped with the infrastructure to accommodate advanced technology given the mission and vision of our school and the need for varied technology needs. Because we commit to providing an environment that is friendly to all students we will prioritize our needs in the following manner:

- We will look for a one story building to accommodate all students' mobility needs.

- With regard to planning we hope to have a school sectioned into wings one for primary, Prek-2 and the other for upper elementary 3-5.

- Classroom requirements as outlined in our specs should include large spaces with a significant amount of wall space and ease of campus maneuverability.

- Increased ADA accessible bathroom facilities.

Ensuring accessibility for people with disabilities makes good sense as it improves access for everyone. Accessibility increases the value of the project and the people use it as intended. Accessibility adds diversity to the community thus improving the quality of life for all.

BPA is committed to ensuring the availability of a free appropriate public education for all students regardless of disability status in our school. To that end we have developed our philosophical orientation and mission in relationship to all our policies and operations to include the physical environment of our site and facilities.

The following information provided by St. Paul charter leader Wayne Jennings could be used as a rule of thumb when exploring facilities options.
Amount of Space
- Amount of space per student in a conventional elementary school -100 sq. ft.
- Amount of space per student in a conventional secondary school -150 sq. ft.
- Amount of total space allocated for classrooms in conventional schools-50%
- Classroom size, with 25 students in a class-750-900 sq. ft. Costs
- Leasing commercial space – approximate cost (possibly without taxes, utilities, and insurance) – $7-14/sq.ft/year
- Utility Costs(including heat, light, sewer, water) – $1.50/sq.ft./year
- Real Estate Taxes – $1.50/sq.ft/year
- Casualty Insurance (covering fire, theft, vandalism, storms) – $0.15/sq.ft./year
- Common Area Maintenance (CAM) fee (e.g. in a mall) – $1-2/sq.ft./year
- Minor Maintenance & Repairs – $1500/year
- Cleaning – $0.70/sq.ft./year
- Security monitoring – $60/mo.
- Furniture (new) – $100/student
- Liability Insurance – $600-800/year
- Remodeling – $10-50/sq. ft.

Bibliography
Facilities – Center for School Change centerforschoolchange.org/publications/minnesota-charter-school-handbook/facilities/Sep 3, 2012, Retrieved 10/20/2018

**NARRATIVE (2)-** Describe the process for identifying and securing a facility. Including plans for building or renovating, timelines, and financing.

Include all plans to ensure that the school facilities will be compliant with the Americans with Disabilities Act (ADA).

***INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.***



Bridgeway Preparatory Academy has embarked on a search to find sites that are available, affordable, and meet the needs of our unique charter school program and student population. Our goal is to develop a school that addresses the needs of all our students and have a facility that supports the delivery of an exceptional education.
To achieve this goal, we have chosen the right partners - a team of committed professionals who are employing their specialized and creative talents to, within a defined time frame, procure adequate financing, determine our educational needs, and locate and secure a facility. We begin the journey by establishing the following:

The facilities team is comprised of our:
- Consultant/broker who has experience with educational facilities that provides the knowledge to understand our needs and the tools to research our exact criteria. They will be instrumental in providing the lender, accountant, architect, and contractor the information require to optimize our plan and implement our strategy.

- Architect who will assist in evaluating specific sites to determine suitability and the process required to secure the building selected for our charter school through the local governing agency. The architect will be instrumental in working out the space programming and the floor plan.

- Contractor who will evaluate the preferred sites to estimate the cost it will take to renovate the space to fit the needs of the school and the budget.

- Lender whom the Applicant/Operator of the school will speak with up front to find out what type of financing the

school will qualify for.

• Accountant/Financial Consultant who understands the finances for the school will determine what the school can afford in terms of lease cost, utilities, maintenance, insurance, improvement budget, and other operating expenses related to the facility.

Identifying and Securing the Facility
BPA is not only required to develop a unique academic program but also required to locate and secure an accessible facility in a convenient location, with a viable physical plant, suitable for or adaptable to the most conducive learning setting, and ideally has access to available facilities already designed on a classroom model. As a result, BPA is exploring several short-term and long-term options –

• the option to negotiate for the use of existing buildings with our local school district.
BPA has identified a specific closed school facility considered surplus property and is currently looking at leasing the facility long-term. The advantages are that the space has classrooms, parking, fields, etc. BPA has also identified a church facility and currently evaluating renting the church long-term or short-term. The church facility can be used Monday through Friday while the church isn't active. This is a low-cost option, and the church comes equipped with classrooms, a stage, a gym/cafeteria and a playground.

• the option to acquire a private structure such as a warehouse that would be renovated, offering ample space and flexibility to design classrooms and activity areas that meets the schools goals for our student population, and,

• the option to start out in a less than ideal interim and/or shared facility such as an commercial office space that can provide a workable temporary solution until we can find, negotiate and renovate a more suitable space.

Where we start does not have to be where we finish and the goal is to structure a plan that would certainly sustain long-term success.

Plans for Building or Renovating
BPA has begun the planning to successfully implement decisions being made in identifying and securing a facility. Relationships with consultants who have experience in negotiating with prospective property owners and/or landlords; in determining educational program needs to include type and size of spaces in the school; and in determining operation and construction budgets have been initiated.

The starting point for the construction planning and scheduling that will be critical to the successful completion of the tenant improvement/construction project will begin once a facility has been finally chosen. At this time with the help of an architect and contractor who specialize in educational facilities will need to evaluate the current condition of the space and come up with an estimate of cost. How much will it cost to improve the space to meet our needs and to qualify for an E occupancy permit? After the estimated cost has been reconciled with the budget the initial phases of the design and construction process can start.

Timeline
Overall we estimate the timeline from charter application submission to opening day of school to be approximately 20 months. Allowing for our first day of school to be August 2018.

Establishing a well-defined timeline will help ensure the successful design, development and implementation of a lengthy and challenging charter school startup process and key in reaching our desired destination.

Understanding the importance of a well thought out timeline and that there will always be immediate, short term and long term needs that impact enrollment, curriculum, and capacity - things like overall resources, parking and future expansion has culminated into the following schedule of events:

| TASK | TIME PERIORD |
|---|---|
| BPA Application Review & Approval | 12/05/16 – 07/08/17 7 months |
| Facility –Identify & Secure | 10/21/16 – 07/26/17 9 months |
| Conditional Use Permit (CUP) | 07/29/17 – 08/12/17 2 weeks |
| Facility Design | 07/19/17 – 10/20/17 3 months |
| Building Permitting | 10/23/17 – 11/13/17 3 weeks |
| Tenant Improvement - Bid & Award | 11/15/17 – 12/13/17 4 weeks |
| Tenant Improvement Work | 12/18/17 – 04/30/18 4.5 months |
| Tenant School Move in | 05/01/18 2–4 weeks |
| Start of School | August 2018 |

o At the time of submitting our charter school application we should have already located, evaluated, and approached the landlord on a few different sites. The timeframe for this process will take between 4 - 7 months.

o A Conditional Use Permit (CUP) may be required as well as an upgrade in education code building requirements. We will check with the city of Farmers Branch to see if an education use is allowed in the space we are interested in. We will Research the timeframe associated with this process and adjust schedule as appropriate.

o Facility Design Phase to include the Planning Phase, Schematic Design Phase, Design Development Phase, and Construction Document Phase will begin after the CUP has been issued if required. Approximately 3 months.

o The building permit process which entails the review of the tenant improvement plans by the governing agency. This process will take approximately 2 weeks.

o Contractor Selection will start during the building permitting phase. We will receive competitive construction bids from qualified contractors for review and negotiation after which a contractor will be selected. Approximately 4 weeks.

o Tenant Facility Improvement Work - Once the building permit has been issued the selected contractor can start the tenant improvement work. After improvements have been completed, a certificate of occupancy will be issued by the local building official. This work will take up to 4.5 months depending on the scope of the work involved.

o Tenant School Move-In Phase - After improvements have been completed the facility will be ready to receive the necessary furniture, fixtures, and teaching supplies. Approximately 2 - 4 weeks.

Financing
Charters with open-enrollment get funding on a per-pupil basis for day-to-day operations based on daily average attendance (ADA) of students from the state or their local school district.

BPA is exploring a number of strategies to assist in meeting our facility's funding needs. These include, for example:
• Credit enhancement programs - (which provide loan guarantees for facilities related expenses). Credit enhancement helps schools get financing at a lower rate than they could on their own, and can be used to support building renovations.

• Traditional bank financing

• Lease with an option to buy - where a developer builds the school and leases it back to the charter.

• Donations – Open enrollment charters have the option to accept charitable donations from private, public and other sources,, however, they must be voluntary and not a condition for admission/enrollment.

Ensure that the school facility will be compliant with The Americans with Disabilities Act (ADA)
Ensuring accessibility for people with disabilities means more than building ramps and accessible restrooms, it

improves access for everyone, it makes good economic sense, increases the value of the project as well as increases the number of people who'll be able to use it as intended, will add diversity to the community making everyone's life richer, and ultimately vastly increases the chances that learners with disabilities of all kinds will be successful.

BPA is committed to ensuring the availability of a free appropriate public education for all students regardless of disability status in our school. BPA is also an advocate for participants. And to that end has developed our philosophical orientation and mission in relationship to all our policies and operations to include the physical environment of our site and facilities.

BPA is currently researching how special education funding works early in the charter school development process to avoid delays in receipt of funds due to lack of information.

BPA will assign personnel to provide special education services to include setting up procedures for evaluation teams and financial reimbursements prior to opening the school.

BPA will collaborate with those who design, build, and fund our programs and projects where accessibility that is compliant with the Americans with Disabilities Act (ADA) can be built into the process and plan at the beginning for any repair, renovation, addition or new building.

All references to "**daily transportation**" should reflect any transportation services that will facilitate student pick-up and drop-off.

| | |
|---|---|
| **I. Does the applicant intend to offer daily transportation to all students?** | Yes ☐ No ☒ |
| **II. If yes, what year will the service begin?** | Year 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ |
| **III. Will the charter provide public transportation vouchers?** *Ex. public bus passes* | Yes ☐ No ☒ |
| **IV. If yes, what year will the service begin?** | Year 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ |
| **V. What is the total dollar amount budgeted for transportation?** | 19,000 |

Charter Schools must provide transportation services to individual students, if included in their Individualized Education Program (IEP).

**NARRATIVE:** Describe any student transportation plans. If transportation will not be offered, articulate reasons that contributed to choosing not to offer such services.

At a minimum, outline transportation contingencies for students with Individualized Education Plans (IEP) that designate required transportation.

Press to Input Narrative Response

**Evaluation Criteria**
**A response that meets the standard will:**

- Present a detailed transportation plan, if any, that demonstrates an ability to meet the needs of the student population.
- Articulate clear reasons why transportation will not be offered.
- Provide clear transportation plans for students with IEP's that require transportation.
- Align budget amounts with the financial workbook.
- Demonstrate compliance with 34 CFR§300.34(c)(16) of the Individuals with Disabilities Act (IDEA) regulations.

**NARRATIVE** - Describe any student transportation plans. If transportation will not be offered, articulate reasons that contributed to choosing not to offer such services.

At a minimum, outline transportation contingencies for students with Individualized Education Plans (IEP) that designate required transportation.

***INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.***

BPA will not offer transportation services within the first five years of operation due to cost. However one of the criteria for our site is close proximity to public transportation services, and highways that span the metroplex from 35 north in Lewisville to the downtown area. This would allow ease of exit and entrance onto the freeway and the ability to have close proximity to drop off students for school. One of the reasons we have extended morning and evening hours is to accommodate those parents who may want the opportunity of BPA but need additional commute time in the morning and evening to allow them to be timely to and from work after transporting their student to BPA. Within the boundaries of the Carrollton/Farmers Branch ISD, there are no public options for a charter school such as BPA. Therefore, our commitment is to recruit the largest number of students from within the districts that are of close proximity to our school. (North Dallas ISD, Carrollton/Farmers Branch, Richardson and Lewisville)

With regard to students with special needs, BPA will comply with 34 CFR§300.34(c)(16) of the Individuals with Disabilities Act (IDEA) regulations. If a student qualifies for special education under IDEA, and the ARD committee decides that transportation is required for our student to benefit from FAPE, we will provide transportation. We do anticipate an increased number of students that may qualify for transportation services, given the nature of our school and aggressive outreach. Therefore, we have a lenient transportation budget with anticipation of this heightened need (please see the budget narrative)

For transportation we intend to contract with a vendor after obtaining multiple quotes. We have calculated our anticipated cost after review of industry standard per route and number of buses. This is based on one bus per day. We will request reimbursement for mileage to transport students with special needs.
Per route cost $75-150
Route per day 4
School days 185

Finally, for those students who wish to attend and are unable because of transportation, our community liaison, will make every attempt to find other resources such as car pools etc.

**I. Admission Period:** *Include start date/end dates* Nov 1, 2017 to Mar 31, 2018

**II. Date of Lottery** *(if needed)*: Apr 6, 2018

**III. Will the lottery process have exempted classes of students?** Yes ☒ No ☐

*Choose all that apply*

- ☒ Returning Students
- ☒ Siblings of Enrolled Students
- ☒ Children of Founders & Staff
- ☐ Other

**IV. If there are exempted classes, what is the anticipated percentage of exempt students for Year 1?** 10

This section has a required Attachment E2- Admission and Enrollment Policy

STUDENTS– Admission and Enrollment

**NARRATIVE (1)** - Discuss plans and strategies to address the receipt of applications that exceed maximum enrollment.

**NARRATIVE (2)** - Briefly discuss all policies and procedures for the admission of students with documented history of any of the types of misconduct listed in TEC § 12.111(a)(5)(A).

Press to Input Narrative Response

**Evaluation Criteria**
**A response that meets the standard will:**

- Clearly supports fair and equitable opportunity for all students to apply. *Attachment E2*
- Describe a fair and equitable selection process in the event of oversubscription. Including how this process will ensure equal access to all interested students and families.
- Demonstrate alignment for any enrollment requirements (such as auditions) with Texas Education Code (TEC) §12.111(a)(6) and §12.1171.
- Provide a non-discrimination statement in Attachment E2 that satisfies TEC §12.111(a)(5).

**NARRATIVE (1)** - Discuss plans and strategies to address the receipt of applications that exceed maximum enrollment.

***INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.***

BPA will utilize a progressive plan of enrollment to meet capacity by year 6. Capacity enrollment will include four classes per grade PK-4 to 5th grade and 4 half day classes for Pre K -3. Each class will have 26 students. There will be a 13-1 teacher ratio per core subject in grades 3-5 utilizing a regular and special education teacher. In PreK 3-4 there will be a teacher and an aide per 26 students. For the first year, in kindergarten and up, there will be a floating aide per grade level. As we progress, we will continue to add staff as financially feasible until every kindergarten class has a teacher and an aide and classes 1-5 have a certified special education teacher and certified grade level teacher per class establishing a 13-1 ratio.

Our open enrollment period will begin 11-1-2017 and end 3-31-2018. In the event that our enrollment requests exceed our student capacity for any given year, BPA will utilize a lottery to determine accepted applications. Students who enroll after class capacity has been reached will be enrolled through a lottery system.

Each Bridgeway applicant will be assigned a number. These numbers will be placed in a container until such time that a drawing is needed. If needed, a designee will randomly draw one number at a time. Each applicant whose number is drawn will be offered admission. Notification will be made by e-mail and/or phone. If an applicant does not respond by telephone or email within 48 hours, or three business days of a post-marked letter, the position will be withdrawn from the application process. Parents notified by mail should call the Principal immediately upon receipt of the notice in order to preserve their child's position in the lottery.

Once all spaces have been filled by the lottery, the remaining numbers will be drawn and the applicants assigned to these numbers will be placed on a wait list in the order in which they were drawn. If a vacancy occurs prior to the beginning of the school year, the applicant will be placed on the wait list with the lowest number assignment. He/she will then be offered admission and removed from the wait list.

If an application is received after the application period has passed, the applicant's name will be added to the wait list behind the names of the applicants who timely applied.

Secondary Boundary Admissions
If Bridgeway Preparatory Academy receives fewer applications than the number of open seats from primary boundary applicants, the remaining seats will be filled with students from the secondary boundary applicants. If there are less secondary boundary applicants than seats, the students will be assigned a seat in the order of the applications received. If there are more secondary applicants than available seats, after all primary applicants have been assigned seats, the remaining open seats will follow the same lottery process as above.

If Bridgeway Preparatory Academy receives more applications than available seats, then all primary boundary applicants will be entered into the random admissions lottery. After all primary boundary seats have been filled, and all primary boundary applicants have been placed on a waiting list, then all secondary boundary applicants will be entered into a lottery and placed on the waiting list.

If an application is received after the application period has passed, the applicant's name will be added to the waiting list behind the names of the applicants who timely applied.

Lottery Exemptions
As permitted by §100.1207(b) of Title 19 of the Texas Administrative Code and the federal guidance on charter schools, the following categories of applicants are exempted from the lottery and shall be exempted in the following order:
1. Returning students already admitted or attending the school;
2. Siblings of students already admitted to or attending the school, so long as the sibling's grade is not oversubscribed;

3. Children of employees of the school, so long as the total number of students allowed under this exemption constitutes only a small percentage of the school's enrollment; and
4. Children of founders of the school, so long as the total number of students allowed under this exemption constitutes only a small percentage of the school's enrollment.
Admission Notification

Selected families will be notified within 24 hours of the lottery or when a seat becomes available. Families will receive a phone call, email, and mailed letter informing them of their admission. Once a notification has been sent, if the family intends to enroll a student in Bridgeway Preparatory Academy the student's parent or guardian must accept enrollment within 3 school days of receiving notice of admission.

**NARRATIVE (2)** - Briefly discuss all policies and procedures for the admission of students with documented history of any of the types of misconduct listed in TEC § 12.111(a)(5)(A).

***INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.***

BPA will accept all students seeking enrollment regardless of history of discipline challenges, criminal offense, alternative education or adjudication. If the student has not completed any required period of adjudication/ alternative placement, the student will be disqualified but will be eligible to reapply once the mandated time has been served.

The BPA belief is that often behaviors are a manifestation of a system that has not accurately addressed the needs of the child. The founder and team members of BPA have extensive experience of over 16 years working with children and adolescents who have been adjudicated, placed in mental health facilities or are educated within a juvenile alternative education program. We feel our mission is to include all an exclude none. Our hope and commitment is that despite past educational challenges BPA staff can assist students in changing the trajectory of their lives. It is an achievable goal with which our team has prior success.

STUDENTS – Recruitment

**I. Target number of hours dedicated to student recruitment per month?** *If any,* 40

**II. Person(s), positions(s), and/or entities that will be responsible for planning, implementing, and evaluating recruitment activities?** *Including educational or experience requirements.*

BPA has secured a marketing team responsible for planning, implementing and evaluating recruitment activities. this team will assist with developing leave behinds and other marketing materials, sending PSA's to stations, arranging interviews and identifying a target audience for ground canvassing. these services will be provided on a pro bono basis for the start up year. (please see letters of support Attachment F-7)

**III. What percentage of the budget will be used towards student recruitment?** 0.05

**IV. Will recruitment efforts specifically target any of the following?** *Choose all that apply.*

- ☒ Low-Income Families
- ☒ Gifted and Talented Students
- ☒ Students with Special Needs
- ☒ Students At-Risk
- ☐ Drop-Out Recovery
- ☐ Other

**NARRATIVE (1)** - Outline the needs of the community that are not being met by the local school district or other area charter schools.

**NARRATIVE (2)** - Discuss recruitment strategies that will effectively reach the anticipated community while also providing equal access to all interested students and families.

Include roles and responsibilities for anyone involved in planning, implementation, and evaluation.

**NARRATIVE (3)** - Explain how the applicant will adjust recruitment strategies if enrollment numbers are lower than expected.

Press to Input Narrative Response

**Evaluation Criteria**
**A response that meets the standard will:**

- Present specific community needs that are not being met by other available resources and educational institutions.
- Present specific strategies to meet community needs.
- Identify specific roles and responsibilities of person(s), position(s), and/or entities that will be involved in planning, implementation, and evaluation.
- Present specific strategies, activities, and schedules that will gauge recruitment effectiveness.
- Reference budget amounts that are congruent with the financial workbook.

**NARRATIVE (1)** - Outline the needs of the community that are not being met by the local school district or other area charter schools.

***INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE***

Bridgeway Preparatory Academy's flagship campus will be located in a district with schools that are meeting overall performance standards. However few choices are available for those that would like a charter school option, especially at the elementary level. There are three charter schools available. Two serve 9-12th grade, (an early learning high school and high school for students at risk). The third, is a k-12 college preparatory school that has school sites throughout the state.

Within the flagship district of Bridgeway Preparatory Academy 64% of the students are economically disadvantaged and 50% are at risk. While all schools met expectations on state standards, two elementary schools (McWhorter and Landry) did not meet standard targets in student achievement (Accountability website 2016). Moreover, more than half of these elementary students showed significantly low percentages of post secondary readinesses in two or more subjects and the scores declined further for African American and Hispanic students.

A review of the Texas Academic Achievement Report, revealed that within the flagship district, the gap in performance between sub populations (ELL, SPED and Econ Disadvantage) and regular education students increases with grade. On the 2015/16 District Performance Report, the special education population, ELL and disadvantaged student groups reached standards on the STAAR at 40% to 70% compared to their counterparts scoring 80% to 90% with SpED students scoring from 40 to 50%.

At eighth grade during that same year ELL and Special education students performed at the 57%, 47%, and 34% in Math, Science and Social Studies as compared to the district rate of 79, 76 and 69% respectively. With post secondary readiness in reading, math , writing, science and social studies sub population averages for ELL and sped students reflected 21%,22%,26%,17% and 18% compared to district averages of 45%, 42%,40%,45% and 52%. This suggests that sub populations are performing significantly lower than the district average.

An additional actor considered during our decision to provide a charter program with a personalized program involved offering options for parents currently utilizing private and home school settings to meet the needs of their children. According to an article by Radcliffe, (2012), a growing number of parents of special-needs children in Texas, have become disenfranchised with their child's public education and have decided to home school or pay for the pricey private schools such as those in the flagship area. Within our primary geographical boundary, there are 7 private schools for students with educational needs. These schools educate over 2,000 students per year. The target student populations include those with Dyslexia, the gifted and average student with Learning Disabilities, the AD/HD child with average to gifted skills, students with Autism and developmental disorders and those with significant mental health disorders.

Bridgeway Preparatory Academy will provide a public school option for parents looking to address the needs of their children. Our commitment is to provide an educational environment that enables children to excel and perform in a way consistent with their peers.

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Radcliffe, J. (2012, August 25). More parents of special-needs children opt out of public schools. Retrieved March 20, 2016, from http://www.chron.com/news/houston-texas/article/More-parents-of-special-needs-kids-fleeing-public-3815655.php

Texas Academic Performance Report 2015-16 District Performance Carrollton/Farmers Branch, Retrieved 11/20/2016

https://rptsvr1.tea.texas.gov/perfreport/tapr/2016/index.html





**NARRATIVE (2)** - Discuss recruitment strategies that will effectively reach the anticipated community while also providing equal access to all interested students and families.

Include roles and responsibilities for anyone involved in planning, implementation, and evaluation.

***INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE***

Dr. Davenport has a 36 year history working with families of children with unique learning needs within the Dallas community, thus the impetus and inspiration to open Bridgeway Preparatory Academy. With countless successes privately supporting children whose families could afford to pay for individual teams outside of the school setting, Dr. Davenport has a commitment to bring this same level of support, structure and success to the BPA system. She is also affiliated with a number of organizations committed to serving individuals with unique needs.

The commitment to open BPA was born out of numerous hours of team discourse regarding the potential of a charter school of this nature. Thus the BPA recruitment efforts, to ascertain family interest already exist. As a result, we have parents contacting our office on a weekly basis for an update. Moreover, there is a unity within the community regarding the need for a school like Bridgeway. Dedicated teachers, administrators and others have asked to join our efforts and have committed countless hours to supporting the development of the application through the public meeting and general dissemination of information regarding plans of BPA.

Dr. Davenport, with her marketing team, is leading the efforts of recruitment. Additionally, two Board Members facilitating the community outreach initiate have a supportive responsibility of planning, implementing and evaluating recruitment efforts on a weekly basis.

Finally, the success of Dr. Davenport's mental health and educational resources company has affiliations with over 150 educational institutions, organizations and parent groups around the state. We feel that with this cadre of professionals, parents and supporters our successful recruitment efforts will come to fruition of a school with a wait list similar to our model (the Henderson School) in Boston, Massachusetts. The Henderson school begins each year with a substantial wait list. The marketing companies providing guidance and services include one board member and contractor providing pro bono services.

Specific Student Recruitment Strategies to Reach the Community Needs and Equal Access to All Interested Families

All Interested Families / Students Struggling To Be Successful in their current school environment:

- The founder has been capturing information about interested families. We will reach out to these families with phone calls and email
- Create a bi-weekly email campaign to keep families up to date on school happenings. Email addresses will be captured from the BPA website
- Leverage Face book, Twitter and Instagram to keep families aware of school happenings
- Introduce BPA to existing public, private and charter schools with onsite meetings and discussions with their team
- Introduce BPA to local colleges and universities who are training the next generation of teachers, diagnosticians, special education specialists, counselors, pediatricians and administrators
- Reach out to Parent Advocacy Groups in the local community such as Decoding Dyslexia
- Print advertisement in Dallas Child magazine and local free magazines
- Provide guest blog articles to local parenting blogs
- Introduce BPA to Texas Association of Private Schools (TAPPS) and Southwestern Prep Conference School Counselors
- Introduce Shelton and Winston private schools to BPA and discuss how we can cross promote and support each other
- Provide brochures and business cards to our community pediatricians and physicians who care for children who would find a school like BPA a great fit
- Provide brochures and business cards to our community preschools and mother's day out programs

Low-Income Families / Students at Risk
- Boys & Girls Clubs – meet with the leader of each site within the community. Ask if we can place a flyer on their bulletin board
- Libraries – meet with the leader of each site within the community. Ask if we can place a flyer on their bulletin board
- Local fast food restaurants such as Cane's where they would allow us to advertise BPA
- Hamilton Park Pacesetter Program
- Churches – present BPA to the congregation
- African American / Hispanic / Multicultural such as Univision and Telemundo radio promotion
- Community Affairs Radio and TV Programs – Public Service shows
- Community Centers within 30 minutes of school. Park & Rec, YMCA, YWCA

Students with Special Needs:
- Private Companies specializing in providing SPED personnel and assessment services such as Diagnostic Assessment Services or Specialized Assessment Services with a brochure to hand out to families they serve
- Organizations committed to serving individuals with unique needs specifically:
Children And Adults with Attention Deficit Disorder (CHAAD)
Autism Speaks
Huntington Learning
Sylvan Learning
Kumon Math
The Tutoring Center
Learning Disability Association

Specific Roles and Responsibilities of Who/Entity Involved in Planning, Implementation and Evaluation of Recruiting Students
Planning:
- Detailed plans and recruiting strategies will begin as soon as the charter application is approved. We anticipate kicking off our recruiting efforts in July 2017. This effort will be led by The CEO/Superintendent with two Marketing professionals leading the implementation efforts.

Implementation:
- Detail the steps to do, timing and assign resources to each recruiting strategy. This includes the financial costs and expected results
- Begin with the recruiting strategies that will build awareness through educating the community about unique learning differences and what is possible. This is an inspirational message showing parents Texas offers all students an opportunity to excel.
- Emphasis on leveraging state-of-the-art online marketing techniques to reach the broadest audience
- Print media will be donated and used extensively in private settings such as doctors and assessment offices
- Our approach is to raise the level of understanding and awareness to everyone in our community through educating our community. We will offer online knowledge, webinars and in-person presentations sharing this information so parents can make the best choice for their family.

Evaluation:
As reflected in Implementation, each recruiting strategy has a specific recruiting goal tied to it. All of the recruiting strategies combined are intended to reach the monthly recruitment goals. Specific Strategies, Activities and Schedule for Evaluation. The monthly recruitment goals are:

| Months: | Aug 2017 | Sept 2017 | Oct 2017 | Nov 2017 | Dec 2017 | | |
|---|---|---|---|---|---|---|---|
| Students | 25 | 50 | 75 | 150 | 180 | | |
| Months: | Jan 2018 | Feb 2018 | Mar 2018 | Apr 2018 | May 2018 | Jun 2018 | Jul 2018 |
| Students: | 230 | 280 | 286 | 286 | 286 | 286 | 286 |
| Wait List: | | | | 50 | 75 | 100 | 150 |

On a weekly basis, our CEO/Superintendent will monitor the number of students committed to attend BPA. We will

capture the referral source also known as the recruiting strategy that introduced the parents to BPA.

Two times a month, the CEO/Superintendent will discuss the effectiveness of each recruiting strategy with the Marketing Team. During these meetings, the CEO/Superintendent will provide the number of students committed and the referral source.

The Marketing Team and CEO/Superintendent will compare the results to the plan. If BPA is receiving student applications at a higher rate than planned, we'll likely leave the recruiting strategies as is.

If BPA applications are running below plan, we'll have detailed discussion about specific actions to turn this around. We'll discuss which recruiting strategies need to be emphasized versus those that are not producing the anticipated results.

Budgetary Costs: 4,000

**NARRATIVE (3)** - Explain how the applicant will adjust recruitment strategies if enrollment numbers are lower than expected.

***INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE***

We are knowledgeable of the challenges that charter schools can face reaching capacity, especially during their first three years, as a result of over 20 years working within this unique educational system. Moreover, while this is not anticipated, due to our aggressive and well thought out recruitment plan, we have developed strategies to intensify our efforts if enrollment numbers do not meet expectations. Our marketing and community outreach team, along with the founder, will strengthen our efforts with the following:

Evaluate Current recruitment plans to determine the most effective based on family interest and commitment, then:

1. Increase the occurrence of our most successful strategies,
2. Convene an advisory group to include individuals who have expressed interest,
3. Increase marketing in our secondary boundary,
4. Increase our outreach efforts by canvassing door -to-door to pass out literature and tell families about our school.
5. We will target organizations that serve our population of students and engage in information sessions to increase awareness regarding our school and increase the boundaries with which we disseminate this information.
6. Finally, we will review and reassess our current projections for enrollment to determine if our goals are realistic and if modifications are necessary, we will adjust our expenditures in accordance with our new goal.
7. Marketing services to act as a relocation specialist for families moving into the city with children who have unique needs by offering Bridgeway as an alternative environment to the private school option with which they are generally interested.

| I. Anticipated Date of Opening: | Aug 13, 2018 |
|---|---|

To receive **full funding**, a charter school must now offer 75,600 minutes of instruction (includes intermissions and recess) minus any minutes waived by the TEA in writing.

| II. Total Number of Instructional Minutes in the School Year: | 77,760 |
|---|---|

**III. Start/Dismissal Times :**

| | | | |
|---|---|---|---|
| PreK | 8:15 | to | 4:15 |
| K-5 | 8:15 | to | 4:15 |
| 6-8 | n/a | to | n/a |
| 9 -12 | n/a | to | n/a |

**IV. Number of Instructional Hours Per Day --*provide per every applicable grade level.***
*Indicate "N/A" in the appropriate box if the grade level will not be offered.*

| | | | | | |
|---|---|---|---|---|---|
| Pre K | 3.5 | | | | |
| Kindergarten | 8 | 5th Grade | 8 | 10th Grade | |
| 1st Grade | 8 | 6th Grade | | 11th Grade | |
| 2nd Grade | 8 | 7th Grade | | 12th Grade | |
| 3rd Grade | 8 | 8th Grade | | | |
| 4th Grade | 8 | 9th Grade | | | |

**NARRATIVE:** Describe the schedule for the school day and week. Including how the proposed school week/day structure will help facilitate the applicant's vision and educational plan.

Press to Input Narrative Response

**Evaluation Criteria**
**A response that meets the standard will:**

- Present a clear alignment with student needs and school goals as discussed in prior narrative sections.
- Provide rationale for choosing the proposed school-calendar structure.

**NARRATIVE** - Describe the schedule for the school day and week. Including how the proposed school week/day structure will help facilitate the applicant's vision and educational plan.

***INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.***

Community Learning Classroom schedule overview K-5
Sample Daily School Schedule Monday - Thursday

| | |
|---|---|
| 8:00 - 8:20 | Student BPA Forum (Monday only) |
| 8:15 - | Math |
| 9:15 | Science |
| 10:15 | ELA/Reading |
| 11:15 | Social Studies |
| 12:15- | Student Lunch/recess Social Emotional Development, Technology, Foreign Language |
| 1:45 - | Music/Band/ Community Engagement/Civics |
| 2:15 - | Physical Education/ART |
| 3:00 - | Project Based Literacy (Reading) /Math extension (Intelligent Adaptive Learning) |
| 3:35 - | Nutrition/ Health (Snack), Horticulture/Agronomy , Athletics |
| 4:00 - | End of day parent progress report/student generated (Bridgeway Prep Power Report) |
| 4:15 | School Dismissal |

Sample School Day K-5
Friday

| | |
|---|---|
| 8:15 - | Core Subjects (Math Science, Social Studies, ELA) |
| 12:15 | Student/School Dismissal, Teacher/Team assessment and planning (UDL/Community Learning Team Cooperative Planning ( Online, Peer to Peer, Presenter) |

Schedule: PK3-4
Sample Half Day Daily Schedule Monday - Friday 8:15 - 11:45/ 12:45 - 4:15

| | |
|---|---|
| 8:15 - | Arrival greeting and/ get ready to learn activity (get to tables/center, put coats things away etc...) Learning about the day through song and dance activities |
| 8:45 | Circle time and centers/groups/individual learning |
| 10:00 | Snack time |
| 10:15 | Circle time (core subjects, cognitive and pre academic development) |
| 11:00 | Independent, group and parallel play |
| 11:30 | End of day "What we learned" activity |
| 11:45 | School Day ends |

Bridgeway Preparatory Academy school educational structure is driven by our commitment to provide inclusive, barrier free, and personalized education to all children to build foundations for life. With this said, our school will implement a modified year schedule providing a fall (November), winter (Dec/Jan), spring (March) and summer (July) break of 1 -3 weeks. School will begin the second week of August. We have designed our school schedule to eliminate the long break that typically results in regression for many students. It also increases opportunity for ongoing exposure to educational programming.

Our school programming will consist of 77,600 minutes of required instruction per school year. K-5 students will participate in educational instruction from 8:15a.m. to 4:15p.m Monday - Thursday and 8:15 to 12:15 Friday. Pre K 3-4 classes will be conducted on a half day, 3.5 hour schedule from 8:15 to 11:45 (morning) and 12:45 to 4:15 (afternoon) Monday through Friday.

Every Monday students will begin their week with the BPA Forum. This time is spent with a short welcome by the facilitator and opportunity to engage students in their weekly educational commitments based on their individual plans. This Forum is designed to provide encouragement and motivation to students while focusing on a particular core value essential to educational success. Both school, community, TV and sports personalities will be utilized for these presentations. Facilitators will employ creative approaches to impart information using the performing and visual arts and technology. Resiliency characteristics from the social emotional skills class will also be reinforced in

this forum.

Each student will receive four hours per day of Core subject instruction with certified teachers. For grades 3-5 a content grade level specialist and a certified special education/Reading strategist/GT teacher will cooperatively plan and implement each lesson. Moreover, students will have the educational exposure and variability to become well rounded learners with opportunities for extended support in literacy, second language acquisition and math. Our daily literacy/math extension class, personalizes programming based on student need. This class offers additional supports for identified needs, and extended opportunities for students that excel. Programming includes, response to intervention, small group and individual supports, second language learning supports and reading/math programming for students with Learning Disabilities, Dyslexia, Dysgraphia or Dyscalculia.

In addition to the dually taught core subjects (grades 3-5), students will be exposed to a variety of supplemental opportunities with the commitment to provide skills that enable them to engage fully as adults. In addition to Art, and technology applications embedded into the daily curriculum students will have enrichment opportunities to develop computer literacy, participate in the arts, physical education, civic/community activities and a second language. Character development/social emotional resilience and nutritional awareness/health will round out our educational programming with the commitment to build physically and mentally healthy students.

Teacher planning time is an essential part of the UDL process and is integral in personalizing instruction for each child. To that end, teachers will have a daily planning time of 1 hour. Cooperative lesson planning will be facilitated throughout the week using the on-line planner, Planbook.edu. This will enable teachers to cooperatively plan instruction without having to meet face-face. Additionally, as successfully implemented in the Ki Academy Charter School in San Antonio, each Friday teachers will meet in their community learning teams for the afternoon to review individual student cases and plan for the upcoming week. They may be accompanied by additional personnel depending on student plan and need. This provides an additional 2.5 hours of planning per week.

All teachers must be degreed. Special Education teachers, Bilingual teachers, and teachers of English as a second language must also be certified in the fields in which they are assigned to teach, as required in state and/or federal law. Paraprofessionals must be certified as required to meet state and/or federal law.

| | |
|---|---|
| **I. Number of Certified Special Education Teachers anticipated in Year 1** | 3 |
| **II. Number of Certified Bilingual/ESL Teachers anticipated in Year 1** | 1 |
| **III. Number of teachers who have received the required minimum 30 clock hours of Gifted/Talented professional development and minimum 6 clock hours of professional development in Gifted/Talented education each subsequent year as required to provide instruction and services that are a part of the charter's defined Gifted/Talented services (TAC §89.2(3); TAC §233.1; State Plan 4.2C).** | 1 |

**IV. What method(s) will the applicant use to identify, recruit, and hire qualified teachers?** *Choose all that apply*

- ☒ Web Advertising *e.g. Monster, Indeed, Idealist etc*
- ☒ Print Media
- ☒ Social Media *e.g. Facebook, Twitter, Forums etc.*
- ☒ Partnerships with University or Colleges

Other

Job Fair

**V. Person(s), positions(s), and/or entities that will plan, implement, and evaluate staff recruitment activities.** *Include educational or experience requirements.*

Dr. Davenport, Founder, BPA, Larry Lundy/Neil Foote Marketing agencies with school related experience, Dee Salinas, Former principal Early childhood expert, school principal (to be hired)with a history of leadership and academic success.

The Superintendent must reside in the State of Texas at the time of employment.

Open - Enrollment Charter Schools may not compensate an individual in excess of the fair market value of the services rendered. The fair market value of the services rendered is based on the individual's education, experience, prior salary history, job duties actually performed, and what a typical person with similar skills, experience, and job duties would earn. *See 19 Texas Administrative Code (TAC) 100.102 (c)(2)(B)(i)*

**NARRATIVE:** Describe the process to be used to identify, recruit, and hire individuals with the expertise necessary to facilitate the school's mission and educational goals. Including teacher, administrative, and board level strategies where applicable.

Include roles and responsibilities for anyone involved in planning, implementation, and evaluation.

Press to Input Narrative Response

**Evaluation Criteria**
**A response that meets the standard will:**

- Include a rationale for the proposed recruitment strategies/methods.
- Present a clear process for using the proposed methods to identify, recruit, and hire qualified teachers, administrative staff, and (or) various support staff.
- Identify specific roles and responsibilities of the person(s), position(s), and(or) entities that will be involved in planning, implementation, and evaluation.
- Present specific strategies, activities, and schedules that will gauge recruitment effectiveness.
- Address any foreseeable obstacles to successfully recruiting quality staff.
- Reference budget amounts that are congruent with the financial workbook.

**NARRATIVE** - Describe the process to be used to identify, recruit, and hire individuals with the expertise necessary to facilitate the school's mission and educational goals. Including teacher, administrative, and board level strategies where applicable.

Include roles and responsibilities for anyone involved in planning, implementation, and evaluation.

***INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE***

Given the unique and innovate nature of the Bridgeway Preparatory school structure (inclusive, barrier free, personalized), the process for recruiting and hiring staff will enable the selection of individuals to promote and forward the mission of BPA. Bridgeway Preparatory Academy commits to employ a diverse group of individuals who are forward thinking, multi talented and eager to implement an educational program different from the manner in which they have experienced. Our goal is to hire both experienced and new teachers that demonstrate our passionate approach to educating children.

The quality of our team will directly impact the success of our students. To that end the marketing and recruitment team, lead by a board member in the field, will utilize various media, social and web based outlets as well as job fairs to identify potential candidates. Then the team will employ a series of steps to quickly identify potential candidates whose philosophy is congruent with that of our school vision and mission. Key to the success of the instructional program of BPA is a cadre of specifically certified and dually certified teachers including ESL/Special Ed, Special Ed/Dyslexia, and Content area/GT.

Bridgeway Preparatory will utilize the following process to hire staff: The CEO/superintendent, will be responsible for hiring the principal. The principal and CEO/Superintendent will hire the Dean/Assistant Principal. The principal and CEO/Superintendent and Dean will collaboratively hire the remaining staff. Applicants will participate in a four phase interview process utilizing a scoring rubric completed by each team member. Applicants will be chosen in order of ranking from highest to lowest overall scores.

Initially, a resume review will take place to determine basic qualifications for employment. Next, a phone interview to further screen the applicant will be conducted. The phone interview will be guided by the employment matrix. Questions developed around the resume to include, educational philosophy, work experience, demonstrations of team and collaborative spirit, knowledge and experience working with individuals with special needs, Gifted/ talented, ELL, and At Risk. Second, a sample lesson via video or similar platform and then a face to face interview will be conducted for those advancing to phase two. For those who continue, a request for a writing sample will be conducted on the same day. Phase three will include a criminal background and reference check.

Finally, the last stage of the process will entail a formal offer letter. Applicants will have two weeks to respond.

The process is as follows:
Phase one:
Resume review
Phone Interview/Screening

Phase two
Sample lesson via video
Face to face interview
Writing Sample (Instructional staff)

Phase Three
Reference check (New teachers; professor, student teaching schools and college supervisor/ Seasoned teachers Former administrator, colleagues)

Phase four:

Offer - in the final stage of recruitment, the teacher will be provided with an offer letter and time line for response.

Strategies and activities that will gauge recruitment effectiveness will be essential. At the time Bridgeway is chartered, a time-line to procure all Bridgeway staff will be developed. This time line will include milestone markers to ensure that our end result of a fully staffed school is realized prior to May 2018. This time-line will be reevaluated at identified points to determine the effectiveness of the current process and need for modification/ revision. Recruitment success will be based on applicant interest, target goals for number of viable candidates based on interviews, and the procurement of specialized teachers by target dates.

Due to the nature of the criteria for the most suitable applicants, (dually certified and those willing to teach in a modified year school) we understand that the limits of this applicant pool may present obstacles. As a result, monies will be set aside to provide an end of year bonus structure for teachers and extended winter and spring breaks will be implemented as well as a month long summer break. Our most suitable applicants will be those with dual certification (sped/ESL teachers, content area/GT teachers, bilingual/ESL teachers).

Our commitment is to hire 10 core teachers in year one. In addition 3 special education teachers, a gifted and talented teacher and an ESL teacher will be hired. Four instructional assistants will also be hired. With the use of the three special education teachers, ESL and GT teacher, one and one half special teachers (reading and ABA teacher), and four assistants (one per grade level) 20.5 instructional staff will be available to support the implementation of BPA in core courses. Teachers and instructional staff will be supported, students will be engaged and parents will be involved.

We will utilize a .05 % of our budget for staff recruitment.

**I. Person(s), positions(s), and/or entities that will plan, implement, analyze, report, and evaluate Professional Development activities.** *Include educational or experience requirements.*

Professional development will be planned, delivered and evaluated by a cadre of professionals including Dean of Instruction, Principal, Superintendent, and Coordinators. As well outside contractors and companies will be utilized to deliver professional development

**II. Will the applicant require any professional development prior to the start of the school year?** Yes ☒ No ☐
*If yes, briefly explain.*

Educational staff will participate in professional development for the curriculum being used for social emotional development. As well, they will engage in extensive development of the UDL/CIRCLE frameworks, Spalding Reading and Singapore math. Finally child find, child abuse, FERPA and RtI professional development will occur.

**III. How often will teachers be appraised?**

Formal appraisal will occur once per year. Summative and peer/team evaluations will be ongoing.

FACULTY AND STAFF – Professional Development

**NARRATIVE (1)** - Discuss all core components of the professional development plan and how these components will support effective implementation of the educational program.
Include roles and responsibilities for anyone involved in planning, implementation, analysis, reporting, and evaluation of professional development activities.

**NARRATIVE (2)** - Explain how the school calendar, daily schedule, and staffing structure will help facilitate sufficient time to conduct, review, and provide guidance on professional development and growth.

Press to Input Narrative Response

**Evaluation Criteria**
**A response that meets the standard will address:**

- Include a rationale for the proposed professional development plan and its alignment with the school's goals, curriculum, and budget.
- Identify specific roles and responsibilities of the person(s), position(s), and/or entities that will be involved in planning, implementation, analysis, reporting, and evaluation of professional development activities.
- Clearly explain how the school's calendar, daily schedule and staffing structure will help facilitate the professional development plan.
- Reference budget amounts that are congruent with the financial workbook.

**NARRATIVE (1)** - Discuss all core components of the professional development plan and how these components will support effective implementation of the educational program.

Include roles and responsibilities for anyone involved in planning,implementation, analysis, reporting, and evaluation of professional development activities.

***INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE***

Professional development (PD) keeps educators and administrative staff up-to-date with new research on how students (children and adults) learn. 21st Century PD is comprised with emerging technology tools for the classroom, new innovative curriculum resources, leadership, and workplace awareness ("Professional Development for the 21st Century," n.d.). Moreover, every school administrator and faculty member will be trained in data collection systems to provide continuous assessments towards Bridgeway Preparatory Academy (BPA) charter school goals. Therefore, by implementing professional development within Bridgeway Preparatory Academy this will provide ongoing, experiential, collaborative learning across multiple disciplines.

Bridgeway Preparatory Academy aligns its professional development with school goals, curriculum, and the budget through:

Goals

- Facilitating integration and the development of strong community partnerships which promotes success among learner's while attending Bridgeway Preparatory Academy.
- Assigning a community-school-liaison for each child to promote parent engagement and extended supports in education.
- Addressing the needs of each student in the educational environment while supporting family structure to ensure academic success.
- Implementing student-centered learning through an interpersonal climate with the understanding of the student's personality. (Rogers, 2015, para. 2).

Curriculum

- Utilizing the Texas Essential Knowledge and Skills standards and guidelines.
- Implementing "Universal Design for Learning Framework".
- Implementing "Why Try" (social and emotional principles).
- Response to Intervention (Imagine Learning and Unique Learning Curriculum)
- Children in Readiness Centers for Learning Evaluation Framework
- Frog Street Pre-K
- Spalding Reading
- Singapore Math

The budget for professional development for startup year one is $20,000.00. We will also utilize additional resources and train the trainer models to conserve funds while proving a comprehensive professional development program that prepares each staff to be effective.

- Will include a number of in house development hours.
- Regional service center staff will be utilized to minimize cost.
- Texas Charter School Association will be a source of professional development

This is a critical and essential component of developing an effective teaching force. Additionally, to truly create an impact among BPA staff which will in-turn increase student performance, confidence and success.

Roles and responsibilities are clearly defined and listed below. Positions that will be involved in planning, implementation, analysis, reporting and evaluation of professional development activities will be conducted by the School Leadership Team (SLT).

1. Superintendent: Will plan and identify programs that will fit the needs of Bridgeway Preparatory Academy and administer the entire school program. In addition to:

- Management
- External relations
- Operations of associated programs

• Maintain good relationships with the members of the Board
• Exhibit high professional qualities

2. Building Administrators (Principal & Dean/assistant principal): Will assist in planning of Professional Development as well as analyze findings along with report and evaluate staff workshops and trainings to the superintendent. Additionally, administrators will support classroom visitation and support staff as mentors for new teachers. In addition to:
• Shaping a vision of academic success to education
• Creating a climate hospitable to education
• Cultivating leadership in others
• Managing people, data and processes
• Improving school leadership
• Monitoring and assessing staff performance

3. Directors and Coordinators (dean/assistant principal & coordinators): Will implement PD activities and support staff as mentors for new teachers. In addition to:
• Manage the implementation of curriculum and instruction
• Execute professional development
• Monitor and assess teacher performance
• Coordinate and manage testing and assessments
• Ascend learning staff to ensure student success

4. Teachers (special and general education)
• Peer to peer classroom evaluations
• Resource providers
• Instructional specialist
• Learning facilitators
• Data coaches
• School leaders (supporting school initiatives, grade level department chair, and shares responsibility for the success of the school as a whole.

**NARRATIVE (2) -** Explain how the school calendar, daily schedule, and staffing structure will help facilitate sufficient time to conduct, review, and provide guidance on professional development and growth.

***INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE***

Sufficient time to conduct, review, and provide guidance on professional development and growth as it pertains to BPAs school calendar, daily schedule, and staff structure is as follows. Professional Development will be held at least twice and up to four times per month in addition to the New Teacher Orientation training. Professional development will be based upon the needs of the teachers as demonstrated by administrator walk-through, site visit data, benchmark data, and standards assessments. Additionally, training will be held to broaden the teachers' knowledge and understanding regarding the Universal Design for Learning Framework, Why Try, Response to Intervention (RtI), Frog Street Pre-K, Children in Readiness Centers for Learning Evaluation framework, Singapore Math, Spalding Reading and Texas Essential Knowledge and Skills by administrative staff and other qualified individuals.

In addition to monthly training, weekly professional development will be provided by the School Leadership Team, and/or the teacher mentors. Professional development competencies will be a weekly focus determined by school needs, student programs, or recent assessments such as data cycle, benchmark or state testing scores. Based on BPA's needs, strategic training opportunities will be integrated into the teacher schedules (Six weeks, quarterly and yearly training) for continual comprehensive learning.

I. Positions that will plan, implement, analyze, report and evaluate PD activities?
1. Superintendent: Will plan and identifying programs that will fit the needs of Bridgeway Preparatory Academy.
• A master's degree is the minimum educational requirement however a doctorate is preferred. Degrees in the area of education, education administration, and/or public administration.
• Certifications in mid-management/principal ship, superintendent, and teaching are preferred.

2. Building Administrators (Principal & Dean/assistant principal): Will analyze PD findings along with report and evaluate staff workshops and trainings to the superintendent. Additionally, administrators will support classroom visitation and support staff as mentors for new teachers.
• A master's degree is the minimum educational requirement. Degrees in the area of education, education administration, curriculum and instruction and/or public administration.
• Certifications in mid-management/principal ship and teaching are required.

3. Directors and Coordinators (dean of instruction & curriculum coordinator): Will implement PD activities and support staff as mentors for new teachers.
• A master's degree is the minimum educational requirement. Degrees in the area of education, education administration, and/or public administration.
• Certifications in mid-management/principal ship and teaching are required.

II. Pre School year /School year Professional Development
For the first year of operation, Bridgeway Preparatory Academy will require all teaching staff to begin professional development in the month of July. They will begin their professional development with BPA's administrative team learning Universal Design Learning Framework, Why Try, Response to Intervention, (RtI), Frog Street Pre-K, Children in Readiness Centers for Learning Evaluation Framework and Texas Essential Knowledge and Skills, and Spalding Reading and Singapore Math curriculum. Professional development will be offered on campus, though computer-based learning and with outside organizations to further develop BPA's teaching staff. Training schedules and sessions will be based on teacher responsibilities.

III. Appraisal Schedule
Bridgeway Preparatory Academy will follow guidelines set forth by Texas Education Agency. Thereby appraising teachers at least once during each school year ("Education Code," 2013, Chapter 21).

The governing body of a charter holder shall not delegate final authority to hear or decide employee grievances, citizen complaints, or parental concerns. See 19 TAC 100.1033 (13)(c)(i)

**I. Number of Board Members:** 7

**II. Number of Board Members Domiciled in Texas:** 7

**III. Number of Board Members with Prior Charter Experience:** 3

**IV. Do any current board members intend to apply for an employed position with the charter?** Yes ☒ No ☐

*If yes, briefly explain.*

Founder is currently a board member and will apply for Superintendent/Special Education Director position at the opening of the school

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

**V. How often will the Superintendent report to the Board?** *Choose all that apply.*

Weekly ☐ Bi-Weekly ☐ Monthly ☒ Quarterly ☐ Annually ☐ Other

**VI. How often will the Board review financial reporting data?** *Choose all that apply.*

Weekly ☐ Bi-Weekly ☐ Monthly ☒ Quarterly ☐ Annually ☐ Other

**VII. The sponsoring entity is a current grantee/sub-grantee of a state and(or) federal grant.** Yes ☐ No ☒

**VIII. The sponsoring entity has been investigated for grant mismanagement within the past 5 years.** Yes ☐ No ☒

This section has a required Attachment G4- Board Member Biographical Affidavit Form.

**NARRATIVE (1)** - Describe the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies.

Press to Input Narrative Response

**Evaluation Criteria**
**A response that meets the standard will:**

- Provide a clear list of roles and responsibilities for board members.
- Discuss member selection criteria and how it aligns with the school's mission and vision.
- Present a governance structure that is compliant with *19 TAC § 100.1113* and *Texas Government Code § 573.021-573.025,* relating to Relationships by Consanguinity or Affinity.
- Provide strong evidence that the proposed governance structure will be effective.

**NARRATIVE (1) -** Describe the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies.

***INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE***



The Governing Board of Texas Programs for Alternative Education, dba Bridgeway Preparatory Academy, will act as the Board of Directors for Bridgeway Preparatory Academy. The Board officer roles are President, Vice President, Secretary and Treasurer.

Roles and Responsibilities of Board Members.
The members of the Board of Directors are responsible for providing governance for Bridgeway Preparatory Academy. The CEO/Superintendent will report to the Board regarding all aspects of operations and finance. The Board will oversee operations and maintain the legal and ethical accountability of its staff and volunteers. Board members will receive no compensation or reimbursement for their service.

The Board of Directors will meet monthly. Notice for all Board meetings will be posted 72 hours in advance. Emergency board meetings will be called as needed. All meetings will be open to the public with the exception of executive sessions.

The Board members will be responsible for selecting future members when a vacancy occurs. A subcommittee of the Board, acting as the nominating committee will be responsible for vetting potential Board members and conducting initial interviews after completion of the biographical affidavit and criminal back ground check.
The Board will actively participate by:
• Attending all board and committee meetings and functions, such as special events.
• Being informed about the organization's mission, services, policies, and programs.
• Reviewing agenda and supporting materials prior to board and committee meetings.
• Serving on committees or task forces and offer to take on special assignments.
• Following conflict-of-interest and confidentiality policies.
• Refraining from making special requests of the staff.
• Making a personal financial contribution to the organization.
• Informing others about the organization.
• Suggesting possible nominees to the board who can make significant contributions to the work of the board and the organization.
• Keeping up-to-date on developments in the organization's field.

The President will:
• Preside over all Bridgeway Preparatory meetings, and execute in such a manner to provide organizational efficiency.
• Ensure adherence to the school's mission and vision and implement procedures that facilitate sustained growth and development of the school district.
• Oversees board and executive committee meetings.
• Works in partnership with the chief executive to make sure board resolutions are carried out.
• Calls special meetings if necessary.
• Appoints all committee chairs, and with the chief executive, recommends who will serve on committees.
• Assists chief executive in preparing agenda for board meetings.
• Assists chief executive in conducting new board member orientation.
• Oversees searches for a new chief executive.
• Coordinates chief executive's annual performance evaluation.
• Works with the governance committee to recruit new board members.
• Acts as an alternate spokesperson for the organization.
• Periodically consults with board members on their roles and helps them assess their performance.
The Vice President will:
• Serve in the capacity of the president in his/her absence.
• Carry out special assignments as requested by the board chair..

• Understand the responsibilities of the board chair and be able to perform these duties in the chair's absence.
• Participate as a vital part of the board leadership.
• Acts as an alternate spokesperson for the organization.
• Periodically consults with board members on their roles and helps them assess their performance.

The Secretary will:
• Record minutes in accordance with guidelines and disseminate minutes to board members.
• Ensure the safety and accuracy of all board records.
• Review board minutes.
• Assume responsibilities of the chair in the absence of the board chair, chair-elect, and vice chair.
• Provide notice of meetings of the board and/or of a committee when such notice is required.
The Treasurer will:
• Ensure that the school complies with all guidelines as it pertains to financial reports, and audits.
• Provide oversight of financial responsibilities ensuring that Bridgeway Preparatory adheres to all district, state, and federal requirements.
• Understand financial accounting for nonprofit organizations
• Manage the board's review of and action related to the board's financial responsibilities
• Work with the Head of the School to ensure that appropriate financial reports are made available to the board on a timely basis
• Present the annual budget to the board for approval
• Review the annual audit and answer board members' questions about the audit
The treasurer will have final approval along with the board of contracts/purchases in excess of $50,000.00 (budgeted and non budgeted) .

Legal Counsel: While not a member, Attorney Tommy Fuller will be advisor to the Board on all legal matters in education.

Member selection criteria and how it aligns with the school's mission and vision.
The current Board of Directors is comprised of eight (7) members which includes the Bridgeway Preparatory Founder, Dr. Natalie Davenport. Texas residency will be required for all members of the Board.
Once the charter is granted, Dr. Davenport will resign from the Board and one additional Board member will be selected to comprise a Board of nine (7). The Board will maintain nine (7) members with rotating appointments to ensure that there are experienced members seated at all times. Board terms are for four years. The current board members will serve through 2019 before the opportunity for reappointment. The additional Board seat will serve through 2021. As the Bridgeway Preparatory Academy school expansion takes place, at least one member of the governing board will be chosen from the city of each existing school site.

The governance structure of the School Board of Bridgeway Preparatory Academy is compliant with 19 TAC § 100.1113 and Texas Government Code § 573.021-573.025 as it relates to Relationships by Consanguinity or Affinity.

In selecting school Board members for Bridgeway Preparatory Academy key attributes included a demonstrated commitment to: supporting children through volunteer history, contributing personal expertise to the growth and development of the school, demonstrating belief and advancement of the schools mission and vision, and commitment to serve out the initial term.

This team has worked tirelessly since September of 2015. Their ongoing commitment to Bridgeway Preparatory Academy has culminated in the completion of the enclosed application. Each member of the Launch/Governing team has committed to build the Bridgeway Preparatory Academy system following the commitment of the mission and vision.

The governing Board will provide oversight and ensure adherence to the mission and vision of BPA. It will also support the CEO/Superintendent in the implementation of the educational program.
Board Members include:
Diane Jones - A regional director for special programs for Great Hearts Charter School, has a forty year history in

education. Initially as a special education teacher, Diane served the most severe emotionally and behaviorally disorder students in the public school. As an administrator, Diane has been responsible for the start up programming of new charter schools across Texas and has served as consultant to several schools in the area of special education. Diane Jones is a thirty year mentor to the founder, Dr. Natalie Davenport.

Diana Barrier - A former Fortune 500 company executive is the owner of 1492 digit a technology company based in Dallas, Texas. Diana is committed to children with unique needs and socio economic barriers. She is a board member of Cafe Momentum, a non-profit entity that assist students who have found themselves entwined with the legal system but committed to a productive life. Cafe Momentum provides work skills and opportunities to assist students in regaining a footing to find suitable work and living arrangements. Diana has a history of work in the charter school system providing operations support to educational companies and as a consultant to superintendents.

Dr. Brandy DeDe - a Licensed Specialist in School Psychology has been dedicated to the plight of children in poverty for many years. Through her work in the Children's Defense Fund, Dr. DeDe became a staunch advocate for uplifting children with opportunities to change the course of their lives. Dr. DeDe, remains committed to the cause and is a tireless fund raiser for non profits. Dr. Dede has years of experience working in the charter school system.

Dana Glazier - Dana is a senior grant writer for the United Way organization. She has had countless years of experience in non profits and brings a crucial service to the Bridgeway preparatory group. Most importantly, however, Dana is the parent of a child with unique needs that has struggled for his sixteen year enrollment in the public school system. Dana knows all too well the challenges of securing services for a child with special needs where the cause of the unique deficits is not apparent.

Lester Hunter - A former Business manager and grant administrator in the Dallas ISD is owner of a financial services company in Dallas Texas. He is a parent of a student with special needs and a long time advocate of children. Lester has served on numerous Boards and served as a Boy Scout leader for over twenty years. He brings valuable insight into the financial structure of a school system.

Larry Lundy - A graduate of Austin College is the owner of Lundy Marketing group. He has over thirty years of sports marketing experience. Mr. Lundy has a long standing commitment to children. With a former position on the Board of Directors to the Winston School for children with learning disabilities, Larry had the opportunity to provide first had governance regarding educational programming.

Dr. Natalie Davenport, is the CEO of a mental health and educational resources company serving over 100 charter school campuses in the state of Texas. She has 31 years of experience in the field of education. As a new special education teacher in 1980, Dr. Davenport was responsible for the first transition program at her school that placed special education students in a college setting after high school completion. Her commitment to preparing students for a full and engaged life has been pervasive throughout her educational tenure.

In 1991, Dr. Davenport received her Ph. D. in Education with an emphasis in Special Education and School psychology. After completion, she returned to Dallas to open her firm, Diagnostic Assessment Services. Simultaneous to the opening of her company, Dr. Davenport was appointed assistant professor in Education and School Psychology for Texas A&M University, Commerce. She remained in the position for 8 years preparing teachers, administrator's diagnosticians and school psychologists to participate in the educational arena. As a TSII monitor, Dr. Davenport assisted the department of special education of the Texas Education Agency in monitoring special education programs throughout the state of Texas. She remains committed to students with special needs and the programs that serve them.

Her call to found Diagnostic Assessment Services, Inc. occurred after continuous calls for advocacy to families and request for mediation and training by school districts and colleges as the field of higher education for students with disabilities was burgeoning. Moreover, at the beginning of the Texas charter school movement, Dr. Davenport, revered as an expert in special education assisted numerous charter school programs in their initial development building complaint special education programs.

After years of private consultation with families, Dr. Davenport has had numerous successes with patients who have

served in the top levels of government, medicine and the legal arena. After 25 years working in the charter school sector, Dr Davenport has chosen to provide the quality education support structure she has developed in her company within a public school arena though the charter process. The commitment is to provide quality, educational supports to all children and their families regardless of the ability to pay while striving to prepare them to engage in all aspects of life as adults.

83 (Number Omitted

For a list of specific activities that make up each financial projection below, refer to the start-up tab located in the *Financial Plan Workbook*. Applicants should make sure that the projections below match any budgeted items in the workbook.

| | |
|---|---|
| **I. What are the expected *personnel* costs for the start-up year zero?** | 51,895 |
| **II. What are the expected *contracted service* costs for the start-up year zero?** | 25,000 |
| **III. What are the expected *school operation* costs for the start-up year zero?** | 39,398 |
| **IV. What are the expected *facility operation and maintenance* costs for the start-up year zero?** | 6,500 |
| **V. State the fiscal year end-date for the Sponsoring Entity.** *mm/dd* | 1,231 |

**VI. State the fiscal year end-date for the Charter.**

June 30 ☒

August 31 ☐

Per Texas Education Code §44.0011, a fiscal year for a school district or charter shall begin on July 1 or September 1 of each year.

**NARRATIVE (1)** - Describe the anticipated expenses that will be incurred during the budget start-up year zero, prior to the first day of serving students.

Include any contingencies if funding is not as anticipated.

**NARRATIVE (2)** - Discuss any sources of funding that will be utilized to meet budget start-up year zero expenses.

Press to Input Narrative Response

**Evaluation Criteria**
**A response that meets the standard will:**

- Provide funding/revenue sources that can be fully supported by *Verifiable Proof of Secured Funds* documentation.
- Present revenues that cover expenditures.
- Present start-up time frames that are consistent with any and all other time frames within the application.
- Present all start-up expenses and revenues are congruent with the financial workbook.
- Establish clear contingencies if funding is not as anticipated.

**NARRATIVE (1)** - Describe the anticipated expenses that will be incurred during the budget start-up year zero, prior to the first day of serving students.

Including any contingencies if funding is not as anticipated.

***INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.***

Zero Year Revenue; $200,000.00
Because state funding will not cover initial cost to implement the Bridgeway Preparatory educational program in year zero we will utilize monies collected through fundraising activities, funds contingent on approval and those anticipated. Monies to be utilized for our start up year budget will be $200,000.00.

The Following is a description of the personnel, tasks, time frames and cost that will be incurred during year zero and the first month of school operation for Bridgeway Preparatory Academy July 1, 2017- August 31, 2018

Personnel: Cost - $51,895.00
Prior to the opening of school, BPA will incur salary costs for a principal and administrative assistant beginning in March and Dean of instruction beginning in May. The principal will be hired on a quarter time basis until she/he completes his current school assignment. At the end of the school year in June the principal will transition to a full time position. The Dean will begin quarter time March 1st and transition to full time June 1st. Registrar/PEIMS begin full time June 1st. Teachers and instructional staff will be paid a stipend to participate in training occurring in July at the rate of 500.00 per person. There will be approximately 8 days of training before the beginning of August. The CEO/Superintendent will not take a salary during the zero year time frame.

Facilities: Cost - $6,500.00
BPA has not secured a building. We have a goal of securing a facility with intact classrooms requiring minimal construction cost. We anticipate securing and finalizing a lease and completing modifications by May of 2018 with a move in date within that month. We anticipate some minor modification to meet all state and federal guidelines. Expenses during this three month period will include, obtaining renters insurance, securing all appropriate inspections and occupancy credentials and lease payments.

Contracted services - $25,000.00
Bridgeway Preparatory Academy will utilize contractors for financial and support services to support start up year activities.

School Operations Cost:$39,398.00 therefore reducing this budget prior to zero year implementation). School operations cost will also be inclusive of recruitment (staff and students) materials and supplies. We continue to negotiate the payment of school operations services to receive payment at the receipt of September funding. As a result these costs may decrease prior to the zero year.

Bridgeway Preparatory monies for professional development during the months of July and August will be reconciled at the receipt of state funding in September. Crucial to the successful implementation of our program is the ability to design and implement the UDL framework on day one. Therefore, as a priority the UDL training will occur in the month of July and Why Try Social Emotional Program in August. The Professional Development for the CIRCLE curriculum and progress monitoring assessment for PRE K is at no cost to the school. We will negotiate all software training to receive payment that coincides with receipt of state funding. The CEO/Superintendent will provide FERPA and Child Find professional development to the staff. We will secure the Outreach services of the Dallas Children's Advocacy center to provide the Recognizing and Reporting Child Abuse training at no cost to the school.

Because we will continue to fund raise through the application process, we anticipate that our donation revenue will be 10-25% higher than currently stated.

Start Up contingency - In the event that the school was unable to raise sufficient funds for the cost of startup services our contingency would be three fold: Request a larger line of credit from our initial supporter DAS, Inc. Second, we could approach a bank with which the CEO/superintendent has an existing financial relationship to secure a loan/line

of credit to cover cost. Finally, we would approach our larger donors ($5000.00 or more) to request additional donations to cover expenses.

Bridgeway Preparatory Academy has begun and will continue to negotiate all Professional development, technology, furniture, major materials and supplies to be available when school starts with repayment terms beginning at the receipt of state funding in September (Please see enclosed attachments F7).

**NARRATIVE (2) -** Discuss any sources of funding that will be utilized to meet budget start-up year zero expenses.

***INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.***

Sources of funding to be utilized in year one include the following collected, anticipated and contain collected with: $37,602.90 collected with 27,602.90 spent on pursuing the application leaving $10,000.00, $240,000.00 from grants and anticipated funds,$140,000.00 loan and donation contingent on the charter. We have budgeted 200,000.00 of the total funds to be used in the startup year leaving reserve to carry over into year one.

Additional anticipated funds during and after zero year
1. Bridgeway Preparatory will also apply for the Public Charter School Start Up Grant funded through TEA to supplement the above mentioned revenue streams.
2. We will continue to pursue donations with an expectation of 10-25% increase by startup year.
3. Additional Grants with which Bridgeway Preparatory will make application are estimated to secure $200,000.00 and are as follows:

Using Foundation Search, we identified over 100 potential foundations to apply to with an interest in funding Charter School, Special Education, Learning Differences, Learning Disabilities, Learning Disabled or Dyslexia programs. In each year, BPA will apply to a minimum of 16 of the foundations identified for approximately $600,000 for seed funding, operating expenses and programs. Conservative estimates for funding from applications to foundations are approximately $200,000.00.

Additional state and federal funding supporting unique learning needs, early learning, pre-K, and elementary-age students will be identified and requested.

For the budget, the conservative estimate is $200,000 from foundations. The following 2017 Funding requests:

| Organization | Amount |
|---|---|
| REES-JONES FOUNDATION | $35,000 |
| POWELL FOUNDATION | $20,000 |
| ELLWOOD FOUNDATION | $100,000 |
| MBC FOUNDATION | $10,000 |
| MILES FOUNDATION INC | $5,000 |
| SIMMONS FOUNDATION INC | $20,000 |
| THE TOPFER FAMILY FOUNDATION | $5,000 |
| HAROLD SIMMONS FOUNDATION INC | $25,000 |
| COMMUNITIES FOUNDATION OF TEXAS INC | $20,000 |
| WEBBER FAMILY FOUNDATION | $40,000 |
| MOODY FOUNDATION | $40,000 |
| SAN MARCOS CIVIC FOUNDATION | $5,000 |
| FONDREN FOUNDATION | $75,000 |
| TLL TEMPLE FOUNDATION | $50,000 |
| KLE FOUNDATION | $100,000 |

| | |
|---|---|
| PEROT FOUNDATION | $50,000 |
| Total | $600,000.00 |

The term "**initial contract period**" refers to the initial five-year period of time to which a charter is authorized to operate. The term "**collected**" refers to any transfer of property [monetary or otherwise] that was gifted to the applicant prior to submitting this application *ex. Cash, check, delivered furniture etc.* The term "**firm commitment**" refers to any donation [monetary or otherwise] that has been promised, but not yet transferred. The term "**Anticipated**" refers to any donation [monetary or otherwise] that has been calculated on the reasonable belief that a donation will transpire at some point in the future. The term "**Contingent upon Charter**" refers to a donation [monetary or otherwise] that has been promised but will not be transferred until the applicant is awarded a charter.

| | |
|---|---|
| **I. What is the cumulative amount of donations COLLECTED?** *If any...* | 37,602.9 |
| *How many donors reflect this amount?* | 12 |
| **II. What is the cumulative amount of donations received with a FIRM COMMITMENT ?** *If any...* | 0 |
| *How many donors reflect this amount?* | |
| **III. What is the cumulative amount of all other donations ANTICIPATED?** *If any...* | 240,000 |
| *How many donors reflect this amount?* | 10 |
| **IV. What is the cumulative amount of donations CONTINGENT UPON CHARTER ?** *If any...* | 140,000 |
| *How many donors reflect this amount?* | 2 |

A child who is eligible for enrollment in a prekindergarten (PK) class under Texas Education Code, 29.153, *Free Prekindergarten for Certain Children*, will only generate half-day attendance. Prekindergarten classes must operate on a half-day basis unless funding other than *Foundation School Program* (FSP) funding is used to offer a full-day PK program.

**NARRATIVE(1)** - Explain the source of funds, property, or other resources expected to be available during the initial five-year charter contract period. Including banks, lending institutions, corporations, foundations, grants, etc.

**NARRATIVE (2)** - Detail plans for meeting financial needs if the anticipated revenues are not received or are lower than the estimated budget.

Press to Input Narrative Response

**Evaluation Criteria**
**A response that meets the standard will:**

- Present expenditures that cover the Educational Plan, Operational Plan, and all Business Operations that are discussed in the application.
- Present *Average Daily Attendance* (ADA) estimates that are congruent with the estimated student demographics, count, and grade level.
- Present revenues that cover expenditures.
- Include specific calculations for revenues, expenses, and how all amounts were derived.
- Clearly describe all sources of costs and repayment terms for operational revenue that are used to pay for expenses incurred during the start-up period, if any.
- Present expenses and revenues that are congruent with the financial workbook.
- Establish clear contingencies if funding is not as anticipated.

**NARRATIVE(1)** - Explain the source of funds, property, or other resources expected to be available during the initial five-year charter contract period. Including banks, lending institutions, corporations, foundations, grants, etc.

***INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.***

For year zero, Bridgeway Preparatory Academy will budget year one based on a portion of the current donations anticipated, collected, and contingent on the charter being awarded totaling $200,000. Property sources available at no cost for zero year include office space, furniture, telephones, fax and copy equipment and office supplies. Property sources available include office furniture (desk, chair and lateral file for 6 offices).

For years 1-5 Bridgeway Preparatory Academy will budget expenditures based on a 78% attendance rate, due to our unique population of students, donations received from marketing and fundraising events, and recurring donors and grants. Year one grant projection, for instance, is $200,00.00 based on applications to several foundations with a potential grant award of $600,000.00 Our Governing Board member, who is a senior grant writer for United Way, along with our fund raising committee and marketing team will aggressively pursue additional funding to implement our educational program with full integrity beginning in our first year.

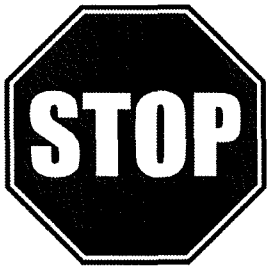
**NARRATIVE (2)** - Detail plans for meeting financial needs if the anticipated revenues are not received or are lower than the estimated budget.

***INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.***

In the event that funding is not as anticipated contingencies are as follows:

1. We will reevaluate the expenses identified and eliminate all but the necessary cost to ensure integrity of implementation of the Bridgeway Educational program.
2. We will review our current personnel and eliminate or reduce time for those that are non instructional.
3. We will review our recruitment plan and make adjustments to increase student enrollment and attendance.
4. We will eliminate the superintendent salary and proportionally reduce salaries across the staff.
5. We will delay or eliminate the plan to expand campus sites.
6. We will review and restructure our current debt.
7. We will seek extended and increased lines of credit,
8. We will utilize our board member/grant writer to rigorously seek out grants.
9. We will identify parent support needs that may be impacting consistent daily attendance.
10. We will increase our marketing campaign, solicit our larger donors as well as seek new donation avenues.
11. We will utilize reserves put aside for year one.

**I. Does the applicant plan to outsource services?** Yes ☒ No ☐




**ONLY COMPLETE THIS PAGE IF ...** you indicated "yes" above that the Charter School will outsource services to a management company or other service provider. A management company refers to a person or entity, other than a charter holder, who provides for an Open-Enrollment Charter School. If you indicated "no" above, proceed to the next page.

**II. What area(s) of service will be outsourced?**
*Check all that apply.*

| | | |
|---|---|---|
| Human Resources | *Beginning in Year* | 1☐ 2☐ 3☐ 4☐ 5☐ |
| Food Services | *Beginning in Year* | 1☒ 2☐ 3☐ 4☐ 5☐ |
| Transportation | *Beginning in Year* | 1☒ 2☐ 3☐ 4☐ 5☐ |
| Janitorial and Grounds | *Beginning in Year* | 1☒ 2☐ 3☐ 4☐ 5☐ |

Other: Special populations services, Back office services to include student and financial data processing.

**III. Does the applicant plan to negotiate service agreements with any organization(s) and/or individual(s) that will include any form of financial accounting, payroll, and/or tax accounting services?** Yes ☒ No ☐

*Beginning in Year* 1☒ 2☐ 3☐ 4☐ 5☐

**IV. Briefly describe the fee structure of the Charter Management Organization (CMO) contract.** NA ☒

**NARRATIVE:** Identify each provider and detail what their respective roles, duties, and qualifications will be. Indicate whether the applicant will adopt the provisions of TEC, Chapter 44 Subchapter B as the process for awarding a contract for the construction, repair, or renovation of a structure or other improvement or addition to real property in the charter application.

Include discussion on costs, timelines, and the selection process of prospective vendors.

Press to Input Narrative Response

**Evaluation Criteria**
**A response that meets the standard will:**

- Rationalize the need for each proposed service.
- Discuss the professional qualifications that are required and expected of those to be retained for each service proposed.
- Detail specific costs, timelines, and selection processes of prospective vendors.
- Present costs that are congruent with the financial workbook.

**NARRATIVE: NARRATIVE:** Identify each provider and detail what their respective roles, duties, and qualifications will be. Indicate whether the applicant will adopt the provisions of TEC, Chapter 44 Subchapter B as the process for awarding a contract for the construction, repair, or renovation of a structure or other improvement or addition to real property in the charter application.

**Include discussion on costs, timelines, and the selection process of prospective vendors.**

*INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.*

Contracted services that will be utilized during years 1-5 are as follows:
Transportation Service - Our commitment is to seek out students with unique needs via an aggressive child find strategy. To that end, we assume that a disproportionately larger number of students may need transportation services as a part of their IEP. Therefore, we will produce a Request for proposal for transportation services. We have budgeted a cost of $19,000.00 for this service based on a two route per day x2 at $75.00 per route. We estimate 5-10 students requiring transportation at any one period of time. Qualifications for this service include the appropriate driver's licenses, insurance, safety record and bus outfitting to accommodate various needs including wheel chairs.

Food Service - Bridgeway Preparatory will produce a request for proposal for breakfast and lunch meals to be prepared and for students. This provider will possess the certifications required to provide meals to students within schools. This provider will have experience with the paid, free and reduced lunch program, nutritional requirements for school reimbursement of the allocated federal funds. Additionally our provider will have the capacity to accommodate students with various dietary needs and choices (gluten free, vegetarian, allergy sensitivity, kosher). We have allocated approximately $3.00 per student for the above mentioned meals. However, the commitment is to receive the majority/all of these funds back as a federal reimbursement.

Special Education Services - Bridgeway Preparatory Academy will develop an RFQ for special education services. The qualified company will have the capacity to provide the full continuum of related, speech and mental health services including those for students with visual and auditory impairments. All service providers should have the appropriate license and certifications. The company should possess a track record of providing high quality, compliant services to school districts. The selected company will provide proof of liability insurance and indemnification. the projected costs are estimated at about $1500.00 per month.

Janitorial Service - Bridgeway Preparatory will develop an RFQ for janitorial services. This company should have experience providing services within a school environment. This company will be required to show proof of bonding capacity and insurance to engage in the contract. This service provider will also demonstrate an understanding and history of abiding by all laws regarding the handling of hazardous materials. Cost will be estimated based on facilitates square footage. An RFQ will be posted for these services.

Back Office Services - Bridgeway Preparatory will develop an RFQ for accounting and financial support. This contractor should have a working knowledge and track record of school finance. The company will demonstrate a positive history of services to school districts in the capacity of finance, accounting and student data information systems.

Construction - Should facility modifications be required, Bridgeway Preparatory Academy will adopt the provisions of TEC, Chapter 44 Sub-chapter B as the process for awarding a contract for the construction, repair, or renovation of a structure or other improvement or addition to real property in the charter application.

**I. Is the applicant an Out-of-State organization?** Yes ☐ No ☒

**ONLY COMPLETE THIS PAGE IF ...** you indicated "yes" above that the applicant is an *Out-of-State* organization. If you indicated "no" above, you are done with the narrative portion of this application.

**II. List all <u>other</u> states in which the applicant currently operates, or has in the past operated a Charter School(s).**
*Include the years each school was opened.*

**III. Number of schools currently serving the following grades outside the State of Texas.**

Elementary School ☐ Middle School ☐ High School ☐

**IV. All <u>other</u> states in which the applicant plans to apply and(or) begin serving students within the next five years.**
*Include all proposed year(s) of opening.*

**V. Applicant currently has a pending charter school application in another states.** Yes ☐ No ☐

*If yes, list all states*

**NARRATIVE (1)** - Provide an overview for the *out-of-state* organizations' <u>overall</u> strategic vision, desired impact goals, five-year growth plan, and rationale for developing a charter school in Texas.

**NARRATIVE (2)** - Discuss all currently targeted markets/communities and criteria for selecting them. Including projected enrollments.

**NARRATIVE (3)** - Discuss the challenges associated with operating a charter in Texas compared to operating in the current state(s) of operation.

Press to Input Narrative Response

**Evaluation Criteria**
**A response that meets the standard will:**

- Present a clear growth plan that is supported by a solid rationale, specifically related to how expansion into Texas is a good fit.
- Establish measurable impact goals.
- Provide clear selection criteria for other target markets/communities <u>and</u> projected enrollment.
- Establish a capacity to learn from past challenges as demonstrated by: (1) addressing current challenges associated with operating a charter in Texas; (2) discussing comparable challenges; and (3) articulating successful and applicable solutions.

OUT-OF-STATE CHARTER OPERATIONS– Vision & Growth

**I. Identify the *out-of-state* organization's leadership team and their specific roles and responsibilities.** *Input answer here or applicant may click the button at the bottom of the page for a larger writing space. Do not write in both.*

OUT-OF-STATE ORGANIZATION– Leadership & Services

**II. Total Number of Support Services**

The term "**support services**" refers to any service that will be provided by the out-of-state organization for the purposes of assisting the proposed charter school succeed. Such services might include *software, mentoring, professional development, technical support etc.*

**NARRATIVE (1)** - Discuss all shared or centralized support services, including all associated costs, that the *out-of-state* organization will provide to the school in Texas.

**NARRATIVE (2)** - Explain how the relationship between the governing board and the school administration will be managed.

*NOTE - The governing body of an Open-Enrollment Charter School accepts ultimate responsibility for the school- including the school's academic performance, financial, and operational viability.*
*The governing board may not delegate this responsibility and is also responsible for (a) overseeing any management company that actively provides management-services for the school; and (b) holding the management company accountable for the school's performance.*

Press to Input Narrative Response

**Evaluation Criteria**
**A response that meets the standard will:**

- Establish a capable network leadership team with defined roles and responsibilities.
- Demonstrate a capacity to lead the short - and long-term success of the school(s) as part of the growing network.
- Describe a clear structure of the support service framework.
- Detail all specific services.
- Provide costs associated with specific services and describe how those costs will be allocated among campuses.
- Identify specific service goals.
- Present a clear plan for management of the relationships between the governing board and school administration.

The Texas Education Agency will use the information in this section to assess the (1) academic, (2) organizational, and (3) financial performance records of the organization and its charter schools. The Agency reserves the right to select a subset of schools for which the applicant will be required to provide additional performance information. Including academic proficiency data, growth data, recent renewal evaluations, site reports, and independent financial audit reports.

**I. Applicant's national charter school portfolio contains at least one school that was previously approved by any charter authorizer, but failed to open or did not open on-time.** Yes ☐ No ☐

If yes, provide reasons for the failure or delay.

This section has a required Attachment OS1 Charter School Performance Data.

**NARRATIVE:** If the *out-of-state* organization's national charter school portfolio contains at least one school that contained performance deficiencies or compliance violations that have led to formal authorizer intervention within the last five years [including shortened or conditional renewals], provide an explanation and how such deficiencies or violations were resolved.

Press to Input Narrative Response

**Evaluation Criteria**
**A response that meets the standard will:**

- Demonstrate strong student academic performance data in Attachment OS1 among student population(s) similar to the proposed school.
- Demonstrates strong financial performance data in Attachment OS1.
- Demonstrates strong organizational performance data in Attachment OS1.
- Establish a capacity to learn from past challenges/mistakes, demonstrated by: (1) failed openings; (2) delayed openings; (3) resolution of performance deficiencies; and(or) (4) violations that have led to formal authorizer intervention within the last five years.

ATTACHMENT A 1—Applicant Information Session Documentation

Provide the following:

The *Proof of Attendance* documentation received at the conclusion of the Applicant Information Session attended in September. Applicants who attended both sessions need only submit one document.

TEA hosted identical Applicant Information Sessions on September 13 and 19, 2016, of which applicants were required to attend one. Each session provided details about applying for and holding a charter in the state of Texas, the contents of the RFA documents, the application preparation guidelines and submission requirements for both electronic and hard copy application documents. Attendees received a *Proof of Attendance* document at the conclusion of each session.

For an application to be deemed complete, at least one member of the governing board of the sponsoring entity requesting the charter **must** have attended one of the sessions. It was recommended that the person(s) with primary responsibility for preparing and submitting the application also attend one of these required information sessions.

Texas Education Agency
Division of Charter School Administration

# Generation Twenty-Two Applicant Information Session Registration Form

This form should be saved locally and must be completed using Adobe Acrobat. Preview Mode, 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.texas.gov prior to attending the applicant information session.

Attendance by one governing board member of the sponsoring entity is required. 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: Bridgeway Preparatory Academy

Sponsoring Entity Name *as reflected on the 501(c)(3)*: Texas Programs for Alternative Education

Application Contact Name: Dr. Natalie Davenport

Title/Role: Founder/ CEO

Email: ndavenport@spedservices.com Phone: 972-243-4102

Board Member Attending: Dr. Natalie Davenport

Board Member Attending: Dr. Brandy Taylor- DeDe

Board Member Attending:

Board Member Attending:

Board Member Attending:

Date of Session: ☐ Tuesday, September 13, 2016, 9:00 a.m. - 1:00 p.m.

☒ Monday, September 19, 2016, 9:00 a.m. - 1:00 p.m.

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CHARTER ADMINISTRATION

Submit the completed form at least 24 hours prior to the session indicated above to charterapplication@tea.texas.gov.

If you have any questions about the sessions or registration, please contact John Garland at 512-463-3533 or john.garland@tea.texas.gov.

Texas Education Agency
Division of Charter School Administration

# Generation Twenty-Two Applicant Information Session Registration Form

This form should be saved locally and must be completed using Adobe Acrobat. Preview Mode, 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.texas.gov prior to attending the applicant information session.

Attendance by one governing board member of the sponsoring entity is required. 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: Bridgeway Preparatory Academy

Sponsoring Entity Name *as reflected on the 501(c)(3)*: Texas Programs for Alternative Education

Application Contact Name: Dr. Natalie Davenport

Title/Role: Founder/ CEO

Email: ndavenport@spedservices.com Phone: 972-243-4102

Board Member Attending: Dr. Natalie Davenport

Board Member Attending: Dr. Brandy Taylor- DeDe

Board Member Attending:

Board Member Attending:

Board Member Attending:

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If you have any questions about the sessions or registration, please contact John Garland at 512-463-3533 or john.garland@tea.texas.gov.

ATTACHMENT A 2—Published Notice(s) of Public Meetings

Provide the following:

The actual posting as printed in the newspaper along with the header of the page printed at the top of the newsprint stating the name of the paper and date published.

Each notice shall include:

- the proposed school/campus name;
- the sponsoring entity name;
- date, time, and place of meeting; and
- the names of all sponsoring entity board members.

Applicants must hold a public meeting in the proposed charter school campus' geographic area to publicly discuss the application for the charter school. This meeting must take place no earlier than 18 months before the charter application due date. Any person may be present at and participate in the meeting.

The applicant shall publish a notice of the meeting in a newspaper of general distribution in the geographic area proposed for the school.

- Any application that only provides evidence of notices from circular publications offered for free (such as neighborhood-specific flyers, including but not limited to, the GreenSheet) will be deemed ineligible as these publications are considered newspapers of deminimus distribution.
- Any application that only provides evidence of publication in electronic media will be deemed ineligible.

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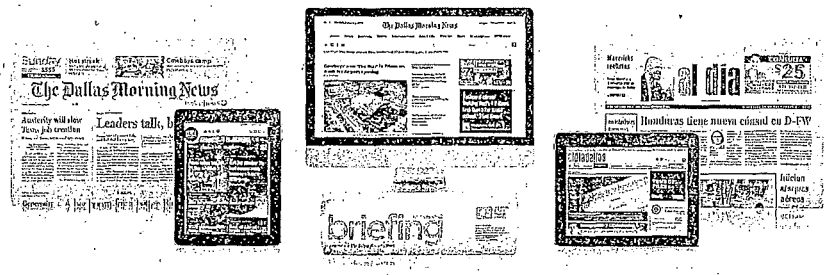


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### Manhattan, Byrne, JRT, 3i –a Joint Venture

Manhattan, Byrne, JRT, 3i, a Joint Venture ("MBJ3") as Construction Manager at Risk will receive sealed bids for construction subcontracts at DFW Airport titled "Terminal E Phase 4" Contract No. 9500406.20. Bids shall be on a lump sum basis and include the following bid packages:

PACKAGE 14A: Elevator which includes elevator for Terminal Loading Dock Est. value: $250,000 – $300,000 M/WBE GOAL 10%

DOCUMENTS: For all package CDs will be available on or after FRIDAY, SEPTEMBER 23, 2016 between 1:00 p.m. and 4:00 p.m. at the MBJ3 office located at 3003 S. Service Road, Trailer C-4, DFW Airport, Texas 75261. Printed copies for purchase will be available thru MS Dallas Reprographics: 1130 Dragon St., #110, Dallas, Texas 75207, Telephone (214) 521-7000. CD's or Plans can be shipped to out-of-town locations at the Contractor's expense. Bidding documents may be examined locally in plan rooms.

A PRE-BID CONFERENCE will be held 11:00a.m. to 12:00 p.m. on TUESDAY, SEPTEMBER 27, 2016, 3003 S. Service Road, Trailer C-4, DFW Airport, Texas 75261.

A PRE-BID SITE VISIT. No site visit is planned.

BIDS WILL BE RECEIVED UNTIL 2:00 p.m. LOCAL TIME, FRIDAY, OCTOBER 7, 2016 in the lobby of the DFW Airport Design, Code & Construction (DCC) Building, 3003 South Service Road, DFW Airport 75261. Bids received after this time will not be accepted. The CMAR must be notified the day before sending sealed proposals by overnight delivery service. Otherwise, the proposal may not get date and time stamped and could be considered late.

MBJ3 reserves the right to reject any or all proposals, to waive technicalities, to advertise for new proposals, or proceed to do the work by other means when in the best interests of MBJ3. No bidder may withdraw its proposal within ninety (90) calendar days after the actual date of the opening thereof.

MBJ3's policy is to obtain maximum practical M/WBE (DBE) participation at all tiers. In furtherance of this policy, MBJ3 has implemented an M/WBE (DBE) Program for all bidders in which they are required to demonstrate good faith efforts to obtain maximum practical M/WBE (DBE) participation and to contractually commit to a percentage of M/WBE (DBE) participation if awarded the project. The successful bidders will be required to demonstrate, through a written

Legal Notices | Legal Notices | Legal Notices

NOTICE BY PUBLICATION

Application has been made With The Texas Alcoholic Beverage Commission for A Wine and Beer Retailer's Off-Premise Permit by Mona Abaza dba Circle M Store 1 to be located at 3401 St. Francis Ave, Dallas, Dallas Co., Texas.

Legal Notices | Legal Notices

NOTICE OF PUBLIC HEARING BEFORE THE PLANNING AND ZONING COMMISSION AND CITY COUNCIL OF THE CITY OF ROWLETT, TEXAS

NOTICE is hereby given that the Planning and Zoning Commission of the City of Rowlett, Texas, will hold a public hearing at 6:30 p.m. on the 11th day of October 2016, and the City Council will hold a public hearing at 7:30 p.m. on the 1st day of November 2016. The Planning and Zoning Commission will be held at the Annex Conference Room at 4004 Main

City Council packet. Responses received after October 19 shall not be counted in the record of response. The protest shall object to the rezoning, contain a legal description of the property on behalf of which the protest is made, and be signed by the owner of the property. If protests in the form of opposition are received from property owners within 200 feet of the subject property, and the property owners own a combined minimum of 20 percent or more of the land area, approval by the City Council shall

Legal Notices

16-0039
CITY OF DALLAS
ORDINANCES

The Dallas city council passed the following ordinances at a meeting of the city council on September 21, 2016. This ordinance becomes effective with this publication in accordance with the city charter.

Ordinance No. 30178
An ordinance appropriating funds for fiscal year 2016-17 for the maintenance and operation of various departments; authorizing the city manager to make certain adjustments; providing for publication; and providing an effective date.

Ordinance No. 30179
An ordinance appropriating funds for public improvements to be financed from bond funds and other revenues of the city of Dallas for fiscal year 2016-17; providing for publication; and providing an effective date.

Ordinance No. 30214
An ordinance levying the ad valorem tax of the city of Dallas, Texas, for the year 2016, at the rate of $0.7825 per $100 assessed valuation on all taxable property within the


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LIVE 10AM MON., SEPT. 26 DALLAS POLICE AUTO POUND

1955 Vittig, Dallas, TX

Selling Seized Vehicles: '05 Land Rover, '00 Mercedes, '07 BMW, '99 Lexus, '01 Freightliner & more! Impounded & Abandoned Vehicles (Approx. 488 Vehicles) Full cash payment due immediately. As Sales Final, 'As Is, Where Is'. No one under 18 yrs. allowed. Announcements made auction day supersede all prior advertising. (Next Auction MON., OCT. 10) 5.5% Buyers Premium

ONLINE U.S. MARSHALS SERVICE Closing Sept. 30

'12 Jayco Seneca 29FK RV, '08 Cadillac Escalade SUV, '07 Mercedes Benz S550, '07 Chevy Tahoe, '08 Jeep Commander SUV & more! Preview



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PETS & LIVESTOCK

- Birds
- Cats
- Cattle
- Dogs
- Horses & Mules
- Other Animals
- Pets Found
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- Services & Supplies

Due to potential misuse/abuse of pets, *The Dallas Morning News* suggests that advertisers charge a minimal fee for their pets. Every life has a value. Also, due to

AKC BOSTON only 2 left, and brindl declaws ren June 24. (

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CLIENT / DIVISION - Charter/Texas
PUBLICATION – NTX-Dallas Morning News
ISSUE DATE – September 21, 2016

# Charter
COMMUNICATIONS

*Dallas Morning News*

Charter Communication's agreements with programmers to carry their services routinely expire from time to time. We are usually able to obtain renewals or extensions of such agreements, and carriage of programming services is discontinued only in rare circumstances. The following agreements with programmers are due to expire soon, and we may be required to cease carriage of one or more of these services in the near future.

In addition, from time to time we make certain changes in the services that we offer in order to better serve our customers. The following changes are planned:

ADD:
KUVN Bounce DT2 SD to Spectrum TV Basic on Channel 1280

MOVE:
None at this time

DELETE:
None at this time

CHANGE:
None at this time

The new services listed below cannot be accessed on CableCARD-equipped Unidirectional Digital Cable Products purchased at retail without additional, two-way capable equipment.

None at this time

* HD Television and HD set-top box required to receive HD service.
**Excludes Greenville
† Greenville Only

DH-1657532-01

Legal Notices | Legal Notices | Legal Notices | Legal Notices | Legal Notices | Legal Notices | Legal Notices | Lega

## TEXAS COMMISSION ON ENVIRONMENTAL QUALITY

### NOTICE OF RECEIPT OF APPLICATION AND INTENT TO OBTAIN WATER QUALITY PERMIT RENEWAL

**PERMIT NO. WQ0004927000**

**APPLICATION.** Dallas 2100 Ross, LP, 2100 Ross Avenue, Suite 115, Dallas, Texas 75201, which owns the San Jacinto Tower, has applied to the Texas Commission on Environmental Quality (TCEQ) to renew Texas Pollutant Discharge Elimination System (TPDES) Permit No. WQ0004927000 (EPA I.D. No. TX0127779) to authorize the discharge of treated wastewater at a volume not to exceed a daily average flow of 29,100 gallons per day. The facility is located at 2100 Ross Avenue, Dallas, in Dallas County, Texas 75201. The discharge route is from the plant site via City of Dallas Municipal Separate Storm Sewer System (MS4) to an unnamed tributary; thence to Upper Trinity River. TCEQ received this application on July 19, 2016. The permit application is available for viewing and copying at the Dallas Public Library, J. Erik Jonsson Central Library, 1515 Young Street, Dallas, Texas. This link to an electronic map of the site or facility's general location is provided as a public courtesy and not part of the application or notice. For exact location, refer to application. http://www.tceq.texas.gov/assets/public/hb610/index.html?lat=32.787289&lng=-96.79716 9&zoom=13&type=r

**ADDITIONAL NOTICE.** TCEQ's Executive Director has determined the application is administratively complete and will conduct a technical review of the application. After technical review of the application is complete, the Executive Director may prepare a draft permit and will issue a preliminary decision on the application. Notice of the Application and Preliminary Decision will be published and mailed to those who are on the county-wide mailing list and to those who are on the mailing list for this application. That notice will contain the deadline for submitting public comments.

**PUBLIC COMMENT / PUBLIC MEETING.** You may submit public comments or request a public meeting on this application. The purpose of a public meeting is to provide the opportunity to submit comments or to ask questions about the application. TCEQ will hold a public meeting if the Executive Director determines that there is a significant degree of public interest in the application or if requested by a local legislator. A public meeting is not a contested case hearing.

**OPPORTUNITY FOR A CONTESTED CASE HEARING.** After the deadline for submitting public comments, the Executive Director will consider all timely comments and prepare a response to all relevant and material, or significant public comments. Unless the application is directly referred for a contested case hearing, the response to comments, and the Executive Director's decision on the application, will be mailed to everyone who submitted public comments and to those persons who are on the mailing list for this application. If comments are received, the mailing will also provide instructions for requesting reconsideration of the Executive Director's decision and for requesting a contested case hearing. A contested case hearing is a legal proceeding similar to a civil trial in state district court.

**TO REQUEST A CONTESTED CASE HEARING, YOU MUST INCLUDE THE FOLLOWING ITEMS IN YOUR REQUEST:** your name, address, phone number; applicant's name and proposed permit number; the location and distance of your property/activities relative to the proposed facility; a specific description of how you would be adversely affected by the facility in a way not common to the general public; a list of all disputed issues of fact that you submit during the comment period and, the statement "[I/we] request a contested case hearing." If the request for contested case hearing is filed on behalf of a group or association, the request must designate the group's representative for receiving future correspondence; identify by name and physical address an individual member of the group who would be adversely affected by the proposed facility or activity; provide the information discussed above regarding the affected member's location and distance from the facility or activity; explain how and why the member would be affected; and explain how the interests the group seeks to protect are relevant to the group's purpose.

Following the close of all applicable comment and request periods, the Executive Director will forward the application and any requests for reconsideration or for a contested case hearing to the TCEQ Commissioners for their consideration at a scheduled Commission meeting.

The Commission may only grant a request for a contested case hearing on issues the requestor submitted in their timely comments that were not subsequently withdrawn. If a hearing is granted, the subject of a hearing will be limited to disputed issues of fact or mixed questions of fact and law relating to relevant and material water quality concerns submitted during the comment period.

**TCEQ may act on an application to renew a permit for discharge of wastewater without providing an opportunity for a contested case hearing if certain criteria are met.**

**MAILING LIST.** If you submit public comments, a request for a contested case hearing or a reconsideration of the Executive Director's decision, you will be added to the mailing list for this specific application to receive future public notices mailed by the Office of the Chief Clerk. In addition, you may request to be placed on: (1) the permanent mailing list for a specific applicant name and permit number; and/or (2) the mailing list for a specific county. If you wish to be placed on the permanent and/or the county mailing list, clearly specify which list(s) and send your request to TCEQ Office of the Chief Clerk at the address below.

**AGENCY CONTACTS AND INFORMATION.** All written public comments and requests must be submitted to the Office of the Chief Clerk, MC 105, TCEQ, P.O. Box 13087, Austin, TX 78711-3087 or electronically at www.tceq.texas.gov/about/comments.html. If you need more information about this permit application or the permitting process, please call TCEQ Public Education Program, Toll Free, at 1-800-687-4040. Si desea información en Español, puede llamar al 1-800-687-4040. General information about TCEQ can be found at our web site at www.tceq.texas.gov.

Further information may also be obtained from Dallas 2100 Ross, LP at the address stated above or by calling Ms. Ann Spain at (214) 754-6901.

Issuance Date: September 2, 2016

## TEXAS COMMISSION ON ENVIRONMENTAL QUALI

### NOTICE OF RECEIPT OF APPLICATION AND INTENT TO OBTAIN WATER QUALITY PERMIT RENEWAL

**PERMIT NO. WQ0004161000**

**APPLICATION.** FPG CT Owner, LP, 45 Main Street, Suite 80 Brooklyn, New York, 11201, which owns an office tower housin service related businesses, has applied to the Texas Commissi Environmental Quality (TCEQ) to renew Texas Pollutant Disc Elimination System (TPDES) Permit No. WQ0004161000 (EPA TX0119784) to authorize the discharge of groundwater and ston a volume not to exceed a daily average flow of 155,000 gallons The facility is located at 2200 Ross Avenue, Dallas, in Dallas Co Texas 75201. The discharge route is from the plant site to a Cit Dallas municipal storm sewer; thence to an unnamed ditch; t Upper Trinity River. TCEQ received this application on July 2 The permit application is available for viewing and copying at Jonsson Central Library, 1515 Young Street, Dallas, Texas. Thi an electronic map of the site or facility's general location is pr a public courtesy and not part of the application or notice. For location, refer to application. http://www.tceq.texas.gov/assets/public/hb610/index.html?lat= &lng=-96.796686&zoom=13&type=r

**ADDITIONAL NOTICE.** TCEQ's Executive Director has det the application is administratively complete and will conduct technical review of the application. After technical review of t application is complete, the Executive Director may prepare permit and will issue a preliminary decision on the applicatio of the Application and Preliminary Decision will be published mailed to those who are on the county-wide mailing list and to who are on the mailing list for this application. That notice wi the deadline for submitting public comments.

**PUBLIC COMMENT / PUBLIC MEETING.** You may submit comments or request a public meeting on this application. T of a public meeting is to provide the opportunity to submit com to ask questions about the application. TCEQ will hold a public if the Executive Director determines that there is a significan of public interest in the application or if requested by a local l A public meeting is not a contested case hearing.

**OPPORTUNITY FOR A CONTESTED CASE HEARING.** Al deadline for submitting public comments, the Executive Direc consider all timely comments and prepare a response to all re and material, or significant public comments. Unless the ap directly referred for a contested case hearing, the response to comments, and the Executive Director's decision on the applic will be mailed to everyone who submitted public comments an persons who are on the mailing list for this application. If com received, the mailing will also provide instructions for requesti reconsideration of the Executive Director's decision and for re a contested case hearing. A contested case hearing is a legal similar to a civil trial in state district court.

**TO REQUEST A CONTESTED CASE HEARING, YOU MUST INCLUDE THE FOLLOWING ITEMS IN YOUR REQUEST:** y address, phone number; applicant's name and proposed perm number; the location and distance of your property/activities r the proposed facility; a specific description of how you would b adversely affected by the facility in a way not common to the public; a list of all disputed issues of fact that you submit duri comment period and, the statement "[I/we] request a contested hearing." If the request for contested case hearing is filed on b group or association, the request must designate the group's representative for receiving future correspondence; identify b and physical address an individual member of the group who adversely affected by the proposed facility or activity; provid information discussed above regarding the affected member's and distance from the facility or activity; explain how and wh member would be affected; and explain how the interests the seeks to protect are relevant to the group's purpose.

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**AGENCY CONTACTS AND INFORMATION.** All written publi comments and requests must be submitted to the Office of the Clerk, MC 105, TCEQ, P.O. Box 13087, Austin, TX 78711-3087 or electronically at www.tceq.texas.gov/about/comments.html. For more information about this permit application or the permitt process, please call TCEQ Public Education Program, Toll Fr 1-800-687-4040. Si deseainformaciónenEspañol, puede llamar al 1-800-687-4040. General information about TCEQ can be found web site at www.tceq.texas.gov.

Further information may also be obtained from FPG CT Own the address stated above or by calling Ms. Anna Humphrey, T Consultants, Inc., at 214-630-1010.

Issuance Date: September 2, 2016

Auction Sales | Auction Sales | Bids & Proposals | Bids & Proposals


AUCTION
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Some Selling ABSOLUTE • OWNER FINANCING
THURSDAY, OCTOBER 6
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WATERFRONT HOMESITES | LAKE FRONT HOMES
THE NATIONAL AUCTION GROUP, INC.
NATIONAL
AMERICA'S TROPHY PROPERTY AUCTIONEERS


The proposal documents can be obtained by downloading them from the Dallas ISD website homepage at http://www.dallasisd.org/ at the "Vendor Opportunities" link.

Any proposals received after the closing time will be held for pickup or destroyed.

*****M/WBE POLICY ENDORSEMENT*****

All proposals shall contain the M/WBE Compliance Guidelines and Forms at the time of proposal opening. Bidders/proposers who will subcontract out portions of the work will be required to submit a signed Letter of Intent to Subcontract. Proposals will be considered non-responsive, and will not be accepted if the

M/WBE Compliance Guidelines and Forms are not completed, signed and submitted. The M/WBE Department reserves the right to contact proposers for additional information/clarification after the proposal opening.

Any questions regarding the M/WBE documentation should be directed to the M/WBE Office at 972-925-4140.

Proposal# RV-204846

Proposal Description Elevator Maintenance & Repairs

Closing date: 10/10/2016

Closing Time: 2:00 PM

Buyers Initials: RV

The right is reserved to reject any or all proposals and to waive technicalities.

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

It is the goal of the Dallas Independent School District that at least 30% of the work performed under each contract will be provided by minority or woman-owned business enterprises.

PO #1265-6766

CITY OF DALLAS CONSTRUCTION ADVERTISEMENT FOR BIDS

Sealed bids will be received at the Office of Purchasing Agent of the City of Dallas, 1500 Marilla St., Room 3FN, Dallas, TX 75201, until 1:00 p.m. on Fridays. The Bids will be publicly open at 2:00 p.m. on Fridays in the Express Business Center, Rm L2ES at City Hall. Bid Openings can also be viewed on the City of Dallas Webcasting Website (www.dallascityhall.com click on City Meetings). Bid titles, department and dates of public opening are listed below. Bid packets and plans and specifications may be obtained from the department. For alternative plans and specifications pick up site, please contact department.

"MAJOR VAULT AND VALVE PROJECT AT VARIOUS LOCATIONS; CONTRACT NO. 17-001". Dallas Water Utilities, 320 E. Jefferson Blvd., Rm. 215, Dallas, TX, 75203.
There will be a Pre-Bid Conference held at 10:00 am on Friday, September 30, 2016 at 2121 Main Street; 5th Floor - Conference Room; Dallas, Texas 75201.
There will be Pre-Bid site visits immediately following the Pre-bid Conference.
Plans & Specifications cost $50.00 for Full-Size Set, or $5.00 for Plans & Specs on CD, Non-Refundable; Available Friday, September 16, 2016 at Dallas Water Utilities, 320 E. Jefferson Blvd., Rm. 215, Dallas, TX, 75203. Electronic version of Plans and Specifications can be obtained at the following City of Dallas ftp web site from an Internet Explorer ftp://ftp.dallascityhall.com. IF YOU DOWNLOAD SPECS, PLANS, AND PROPOSALS FROM ftp://ftp.dallascityhall.com, PLEASE CALL 214-948-4584 SO YOU CAN BE PLACED ON THE PLAN HOLDERS LIST AND BE NOTIFIED OF ANY ADDENDA.
Project Manager: Raymond Kepria; 214-671-9531
Bid Due Date: Friday, October 07, 2016
Bid Opening Date: Friday, October 07, 2016

PO #1265-6765

CITY OF DALLAS ADVERTISEMENT FOR CONSTRUCTION COMPETITIVE SEALED PROPOSALS

Competitive Sealed Proposal(s) will be received at the Office of Purchasing Agent of the City of Dallas, 1500 Marilla St., Room 3FN, Dallas, TX 75201, until 1:00 p.m. on Fridays. The Proposals will be publicly opened at 2:00 p.m. on Fridays in the Express Business Center, Rm L2ES at City Hall. Proposals Openings can also be viewed on the City of Dallas Webcasting Website (www.dallascityhall.com click on City Meetings). Proposal titles, department, date due and dates of public opening are listed below. Proposal packets and plans and specifications may be obtained from the department. For alternative plans and specifications pick up site, please contact department.

"Dallas City News Network Studio in Fair Park, 1620 First Avenue" Public Works Department, 320 E. Jefferson Blvd., Room #321, Dallas, TX 75203. A Pre-Proposal Conference will be held at 10am on Tuesday, September 27, 2016 and at 10am on Tuesday, October 4, 2016 at the Science Place II Building at 1620 First Avenue, Dallas, TX in Fair Park. Plans and Specifications may be obtained beginning Friday, September 16, 2016 from Thomas Reprographics, 2811 Maple Avenue, Dallas, TX 75201. Contact: Johnny Milstead, Phone: (214) 880-0022, Fax: (214) 880-0006. Cost for Plans and Specifications is $15.00 for the first set only. Additional sets are available at direct cost of printing, plus sales tax. Sets are non-refundable and all purchases must be made by Cashier's Check or Money Order only, made payable to Thomas Reprographics. Please call ahead to confirm availability of plans. For additional information regarding this project, contact Daniel Butko, e-mail: danielb@jcm.com
Proposal Due Date: Friday, October 14, 2016
Proposal Opening Date: Friday, October 14, 2016

NOTICE TO BIDDERS BID #01-17 – GOLF COURSE ROOF REPLACEMENT: PRO SHOP & PAVILION
Sealed bids addressed to the Purchasing Manager, of the City of Richardson, Texas, will be received at the Office of the City Purchasing Department, Suite 101, City Hall, 411 West Arapaho Road, Richardson, Texas, until 2:00 p.m. on Thursday, September 29, 2016, and will be opened and read aloud in the Capital Projects Conference Room 206, 30 minutes later that same day. A set of plans, specifications and bid documents will be available beginning at 12:00 p.m. on Tuesday, September 13, 2016, through BidSync.Com at no charge, or from the Office of the City Engineer, Capital Projects Department in Room 204, of the Richardson Civic Center/City Hall, 411 West Arapaho Road, Richardson, Texas, upon a NON-REFUNDABLE FEE OF Dollars ($50.00) per hard set. A voluntary pre-bid meeting will be held Wednesday, September 21, 2016 at 10:00 a.m. in Capital Projects Conference Room 206, Richardson Civic Center/City Hall.

CPN 6085 Pub. 09/14/2016 and 09/21/2016

NOTICE TO BIDDERS BID #79-16 – ELEVATOR ALTERATION AND MODERNIZATION FOR LIBRARY STAFF ELEVATOR
Sealed bids addressed to the Purchasing Manager, of the City of Richardson, Texas, will be received at the Office of the City Purchasing Department, Suite 101, City Hall, 411 West Arapaho Road, Richardson, Texas, until 2:00 p.m. on Friday, October 7, 2016, and will be opened and read aloud in the Capital Projects Conference Room 206, 30 minutes later that same day. A set of plans, specifications and bid documents will be available beginning at 12:00 p.m. on Tuesday, September 13, 2016, through BidSync.Com at no charge, or from the Office of the City Engineer, Capital Projects Department in Room 204, of the Richardson Civic Center/City Hall, 411 West Arapaho Road, Richardson, Texas, upon a NON-REFUNDABLE

FEE OF Dollars ($50.00) per hard set. No pre-bid conference will be held for this project.

CPN 6084 Pub. 09/14/2016 and 09/21/2016

NOTICE TO BIDDERS BID #02-17 – ASPHALT SHINGLE ROOF REPLACEMENT.
Sealed bids addressed to the Purchasing Manager, of the City of Richardson, Texas, will be received at the Office of the City Purchasing Department, Suite 101, City Hall, 411 West Arapaho Road, Richardson, Texas, until 3:00 p.m. on Thursday, September 29, 2016, and will be opened and read aloud in the Capital Projects Conference Room 206, 30 minutes later that same day. A set of plans, specifications and bid documents will be available beginning at 12:00 p.m. on Tuesday, September 13, 2016, through BidSync.Com at no charge, or from the Office of the City Engineer, Capital Projects Department in Room 204, of the Richardson Civic Center/City Hall, 411 West Arapaho Road, Richardson, Texas, upon a NON-REFUNDABLE

FEE OF Dollars ($50.00) per hard set. No pre-bid conference will be held for this project.

CPN 6086 Pub. 09/14/2016 and 09/21/2016

Proposals will be opened at the City of Plano Purchasing Division at 3 pm on 10/13/2016.

RFP No: 2016-0351-C
RFP for Street Sweeping Services
Instructions for bidding may be obtained at www.plano.gov/purch, www.bidsync.com or by calling 972-941-7557.

Legal Notices

Texas Programs for Alternative Education DBA Bridgeway Preparatory Academy is a proposed charter school for children with unique learning needs in the Dallas metroplex. The seven-seat board will hold a public information session from 6:00 p.m. to 7:30 p.m. Tuesday September 27, 2016. The public information session will be held in the Farmers Branch Public Library meeting room at 13613 Webb Chapel Road Farmers Branch, Texas 75234. Sponsoring board members are Dr. Natalie Davenport, Dr. Brandy

DéDé, Dian David Ray, Hunter, Dic Larry Lund Glazier. Th welcomed c encouraged

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Dallas Independent School District

NOTICE TO PROPOSERS

Sealed proposals for RFP RV-204846 - Elevator Maintenance & Repairs will be received by the Dallas Independent School District Procurement Services Department, 3700 San Jacinto, Dallas, TX 75204 until 2:00 P.M. on October 10, 2016.

## TEXAS PROGRAMS FOR ALTERNATIVE EDUCATION DBA BRIDGEWAY

Texas Programs for Alternative Education DBA Bridgeway Preparatory Academy is a proposed charter school for children with unique learning needs in the Dallas metroplex. The sponsoring board will hold a public information session from 6:00 p.m. to 7:30 p.m. Tuesday September 27, 2016. The public information session will be held in the Farmers Branch Public Library meeting room at 13613 Webb Chapel Road Farmers Branch, Texas 75234. Sponsoring board members are Dr. Natalie Davenport, Dr. Brandy DéDé, Diane Jones, David Ray, Lester Hunter, Diana Barrier, Larry Lundy, Dana Glazier. The public is welcomed and encouraged to attend.

Appeared in: ***The Dallas Morning News*** on 09/15/2016, 09/18/2016, 09/21/2016 and 09/25/2016

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# Paul. Enough Said

**Spiritually Speaking**
**By James A. Washington**

I remember reading the letters of Paul while in study. In doing so I was constantly reminded that one cannot look at Paul without really seeing Jesus' amazing handiwork. Now you need to know that I think Paul is an awesome person which at times is the story of his life. Church I need a biography or autobiography of anyone to be as radical of the "good book" as Paul was, otherwise, I am prone to think that he was intimidating. Because the pastor is closely associated with one another I can't help but consider the subject of the sermon as Colossal history.

But the text I presume wants to debunk me to that by bringing up the lives of the 12 apostles. I have considered them as well as the prophets and I am just one of them, who is in awe of Paul.

A very large part of the Bible is devoted to Paul's building of the early church at a time when who you worshipped was a life and death decision. Scared familiar? See World today.

Paul himself says on his letters to the church in Corinth, there was indeed a point to his suffering and persecutions and the hope for them. It was all of what he went through was a by product of his faith in Jesus Christ.

It's another personality of one of my favorite scriptures "But He said to me: "My grace is sufficient for you, for my power is made perfect in weakness. Therefore I will all the more gladly boast about my weaknesses, so that Christ's power may rest on me."

That is why for Christ's sake I delight in weaknesses, in insults, in hardships, in persecutions, in difficulties. For when I am weak, then I am strong." 2 Corinthians 12:9-10

The Lord of pushing and belief led to the external proliferation of the church worldwide. It also broke the point of how the lives of so few have impacted and influenced so many in the world then, and also in the world as we know it today. I agree, one of Paul's talks is fleeting and Paul is likable because of his insight into our one on one with Christ.

That encounter changed him and ultimately the world to which we live. If that be true, then our individual encounters with Christ should also have a profound effect on us and the world to which we currently live. It is not unusual for new Christians to taste bitter attack by old friends.

It is also not unusual for new Christians to recede under the attack of the world since it is inside world that Satan has some degree of power. I think Paul's point to us is that, as a place of refuge for all of us. When this happens! If, you know it or Christ is for you.

If I am standing with you because of the power of Christ and although my will be that of the Lord's, then I have the confidence to deal with whatever or whomever we may face, for I am humble, knowing that it is by the power of Christ working in and through me that I am able to do all things. Even though I am weak, I am strong." 2 Corinthians 12:9-10

It's not only about my weaknesses but my dependency on the mercy of Jesus Christ, my personal God and Savior Jesus Christ. I'm really saying is when the going gets especially tough, check the Savior to be Paul. Like Christ, he's been through and has experienced the worst that life has to offer.

But because of his belief system he's experienced the best of God's promises. It's like a refresher course and I am excited to let you know where I get doing this all week. You might also find some answers there.

The point I'm trying to make is that to the favor of God aren't worthless we will need opportunities for God to show up and show out. Have you ever wondered why those who have been through worse are able to stand and witness mightily for Christ?

Reexamine the reality of God's grace and you just might get your answer.

May God Bless and Keep us always.

*James*

## CHARTER SCHOOL DISCUSSION

Proposed new Innovative Charter School for learning different and gifted students with unique needs. Educational Plans to be shared in a public information meeting.

Public information meeting is scheduled for 6 p.m. Tuesday, Sept. 27 at Farmers Branch Public Library.

The plans for an exciting new and motivating charter school for students with unique needs will be released at a public meeting with the Budgeware Preparatory School board in Farmers Branch, the board is and CEO announced today.

The informational session, sponsored by the IEA and Lake plans between 6 p.m. and 7:00 p.m. Sept. 27 at the Farmers Branch Public Library, 13613 Webb Chapel Road, Farmers Branch, Texas.

Dr. Natalie Davenport

Natalie Davenport, Ph.D., founder and CEO of the proposed Budgeware Preparatory Academy Charter School, a 501(c)3 nonprofit organization, is urging all members of the community to come learn about how this new school will provide educational opportunities for students who are seeking to maximize the learning potential of their children with unique learning behavioral, social and emotional gifts and needs.

"I've worked with so many children over the years that just needed the extra attention, support team and specialized approach to help them succeed," said Davenport, who has been CEO of BPA Inc., a mental health and educational organization working with students with unique needs for 25 years. "Two public information sessions in an important start for us in bringing this school to life. We want everyone to join us and to learn how this school will make a difference in the community and why many parents, grandparents, educators, leaders, pastors, business owners, community and civic group members are excited about the possibility of a school that provides a unique, innovative, personalized education program."

Davenport, who is a Texas State certified Special Education teacher, administrator and licensed Specialist in School Psychology, said Budgeware Preparatory's approach will be based on her successful practice over the years where she has had students who have gone from failing to being the kind of conversation in America that's informative and inspirational and still entertaining," he said.

Because he's well-known in the pulpit doesn't mean he'll be preaching on the talk show. Jakes said nothing that he can reserve serious for Sundays. "That's not all





# Jakes tackles headlines in new Talk Show

By Mary K. Jones
(Staff Writer over Coach Gaines)

It's struggle of an interracial marriage, Orpha - divided by race, religion and politics and the constant use of one f-word - woman to listen on all upcoming segments that will be featured on Bishop T.D. Jakes' new talk show which premiered on the Oprah Winfrey Network (OWN) on Monday, September 19 and is scheduled to air Monday through Friday.

Jakes - one of the most influential pastors in America today, who has written books, music, plays and movies, said that his show could even provide discussion on topics like the Black Lives Matter Movement and controversial subjects like the National Anthem protest by Colin Kaepernick and the superhero of comedy superstar Bill Cosby.

"When we can get them, we're not shying away. We will do stories that are on the headlines," said Jakes. "If the serious pastor of the Potter's House in Dallas, Texas and the author of the New York Times best-selling books "Instinct" and Destiny."

"I think there is a great need in our country right now for something that is uplifting and that builds bridges and causes people to rethink themselves," Jakes said. "Much of what we see on television doesn't accomplish that. I'm hoping to bring the kind of conversation that are informative, but still entertaining."

Jakes continued: "I've been to the courtroom and watched a cry-ing mother say goodbye to her son. I've been to over three on death row. I've been there when individuals have been disconnected from life-support. I've been to drug interventions. This September marks 40 years that I've been in the ministry, so this isn't anything that's new, only [now] I'll be in front of the cameras."

If social media buzz is any indication, the new show will be a hit.

The show's Twitter handle - TDJakesShow, had almost 20,000 followers before a single episode had aired. Jakes said that social media will play a big role in his new venture.

"We want people to tweet or go on Facebook to continue the conversation," he said. "You can't always solve a problem in the 45 minutes you have on the show and I don't see this just as a show, but as a network communication device to uplift people. So, after the show is over, you can still go on social media to keep the conversation going."

Whether it's Facebook, Twitter or other websites, it's important to reach those who use social media, the bishop said. "The stats say that loudly, anyone sits in front of a TV screen without a little screen in front of them in their hands and I'm guilty of that too. Being able to engage viewers by medium is important and I have a huge respect for the power of social media."

Produced by Hillbar Productions and Eight Productions and TD Jakes Enterprises, the show will tackle various topics including human trafficking and bi-sexism.

Jakes noted that he's thrilled to be on OWN.

"Oprah Winfrey is an icon and a business mogul who has become a national treasure. I consider her a personal friend and I'm honored to have her support my new show," he said.

While individuals from all walks of life and just about every background might tune in, Jakes is certain that African-Americans particularly will openly receive his message.

The Black community overall gets it. Engage millions of Britain social media and they've been very supportive by and large," he said. Jakes said that he wants people that tune in to watch the show that all of us have an obligation to create a platform for awareness to issues that affect our community.

"Understand this, I am the same person they've known for 40 years and I'm not changing my style. I'm not changing the core issues that have defined me all of my life," said Jakes. "At the end of the day, if I have broadened the perspective on a situation in daily life, if I have in any way helped to utilize resources [that people] didn't know were available to them, then I have served my purpose."

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# Proposed New Innovative Charter School for learning different and gifted students with unique needs. Educational Plans to be shared at a public information meeting.

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Posted: Friday, September 16, 2016 11:30 am

Dallas Weekly Reports |

**Dallas** - The plans for an exciting new and innovative charter school for students with unique needs will be detailed at a public meeting with the Bridgeway Preparatory Academy Charter School board in Farmers Branch, the founder and CEO announced today.

The information session, required by the TEA, will take place between 6 p.m. and 7:30 p.m. Sept. 27 at the Farmers Branch Public Library, 13613 Webb Chapel Road, Farmers Branch, TX.

Natalie Davenport, Ph.D., founder and CEO of the proposed Bridgeway Preparatory Academy Charter School, a 501(c)3 nonprofit organization, is urging all members of the community to come learn about how this new school will provide educational opportunities for parents who are looking to maximize the learning potential of their children with unique learning, behavioral, social and emotional gifts and needs.

"I've worked with so many children over the years that just needed the extra attention, support team and specialized approach to help them succeed," said Davenport, who has been CEO of DAS, Inc. a mental health and educationalresource company working with students with unique needs for 25 years. "This public information session is an important step for us to bring this school to life. We want everyone to come out to learn how this school will make a difference in the community – and too many parents' and children who can benefit from an inclusive, barrier free, personalized education program."

Davenport, who is a Texas State certified Special Education teacher, diagnostician, and Licensed Specialist in School Psychology, said Bridgeway Preparatory's approach will be based off her successful practice over the years where she has had students who have graduated from college and gotten jobs all around the country, including the White House. She also will AdChoices▷ ▷ Universal Design for Learning™, a framework that eliminates barriers and focuses on personalizing instruction to the individual needs of the child.

"Every one of these students learns differently," Davenport says. "Bridgeway is an opportunity to open the door to families who want to provide their children the best opportunity to learn, feel good about themselves and contribute to their community."

For media, if you are **interested in interviewing Dr. Davenport**, contact Neil Foote, **Foote Communications, 214.448.3765** or neil@neilfoote.com For more information about the school, submit your contact information to http://bridgewaypreparatory.com/contact-us/.

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ATTACHMENT A 3—Certified Mail Receipt Cards

Provide the following:

*Certified mail receipt cards* showing the dates the Statement of Impact forms and Application Coversheets were received by the superintendent of each traditional district from which the proposed school intends to draw students. In the absence of signed certified mail return receipt cards, the certified mail receipt showing each school district, fees paid, and the date mailed will be accepted.

Mailing address must include the name of the school district to which the information was sent.

Applicants shall send a Statement of Impact Form (found at, http://tea.texas.gov/charterapp.aspx) and Application Coversheet to the superintendent of each traditional district from which the proposed school intends to draw students. The Statement of Impact Form is the formal opportunity for superintendents of traditional districts to document any adverse impact the proposed school might have. While applicants are required to distribute these documents, they are not responsible for ensuring that superintendents return the Statement of Impact Forms to the TEA.

Additionally, applicants must also send a Statement of Impact Form and Application Coversheet to:

- the President of the Board of Trustees of each traditional district from which the proposed school intends to draw students,
- each member of the Texas legislature that represents the geographic area to be served by the proposed school, and
- the State Board of Education member that represents the geographic area to be served by the proposed school.

See Texas Education Code (TEC) §12.1101.

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| ☐ Return Receipt (electronic) $0.00 | Postmark Here |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | |
| Total Postage and Fees $6.47 | 12/01/2016 |

Sent To: Rep. Phil King - White Settlement ISD
Street and Apt. No., or PO Box No.: 2110 Ft. Worth Hwy
City, State, ZIP+4®: Weatherford, TX 76087

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0600 0000 5141 9527

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WEATHERFORD, TX 76086 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $1.00 | |
| ☐ Return Receipt (electronic) $0.00 | Postmark Here |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | |
| Total Postage and Fees $6.47 | 12/01/2016 |

Sent To: M. Patricia Hardy, SFDE - Ft. Worth ISD
Street and Apt. No., or PO Box No.: 400 North Elm
City, State, ZIP+4®: Weatherford, TX 76086

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

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WACO TX 76706 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) $2.70 | |
| ☐ Return Receipt (hardcopy) $0.00 | |
| ☐ Return Receipt (electronic) $0.00 | |
| ☐ Certified Mail Restricted Delivery $0.00 | Postmark Here |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | |
| Total Postage and Fees $6.47 | 12/01/2016 |

Sent To: Ms. Sue Melton-Malone, SBOE Manfield ISD
Street and Apt. No., or PO Box No.: 125 E. Dallon
City, State, ZIP+4®: Robinson, TX 76706

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0600 0000 5141 9343

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FORT WORTH TX 76102 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) $2.70 | |
| ☐ Return Receipt (hardcopy) $0.00 | |
| ☐ Return Receipt (electronic) $0.00 | |
| ☐ Certified Mail Restricted Delivery $0.00 | Postmark Here |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | |
| Total Postage and Fees $6.47 | 12/01/2016 |

Sent To: Senator Konni Burton Manfield ISD
Street and Apt. No., or PO Box No.: 833 West Weatherford St. Ste 203
City, State, ZIP+4®: Fort Worth, TX 76102

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0600 0000 5141 9350

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FORT WORTH TX 76114 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) $2.70 | |
| ☐ Return Receipt (hardcopy) $0.00 | |
| ☐ Return Receipt (electronic) $0.00 | |
| ☐ Certified Mail Restricted Delivery $0.00 | Postmark Here |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | |
| Total Postage and Fees $6.47 | 12/01/2016 |

Sent To: Rep. Charlie Geren, White Settlement ISD
Street and Apt. No., or PO Box No.: 1011 Roberts Cutoff
City, State, ZIP+4®: River Oaks, TX 76114

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 8727

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FORT WORTH TX 76102 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) $2.70 | |
| ☐ Return Receipt (hardcopy) $0.00 | |
| ☐ Return Receipt (electronic) $0.00 | |
| ☐ Certified Mail Restricted Delivery $0.00 | Postmark Here |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | |
| Total Postage and Fees $6.47 | 12/01/2016 |

Sent To: Ms. Erika Beltran SBOE Manfield ISD
Street and Apt. No., or PO Box No.: P.O. Box 17196
City, State, ZIP+4®: Fort Worth, TX 76102

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0600 0000 5141 9336

U.S. Postal Service™
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MANFIELD TX 76063 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) $2.70 | |
| ☐ Return Receipt (hardcopy) $0.00 | |
| ☐ Return Receipt (electronic) $0.00 | |
| ☐ Certified Mail Restricted Delivery $0.00 | Postmark Here |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | |
| Total Postage and Fees $6.47 | 12/01/2016 |

Sent To: Mr. Raul Gonzalez, Board President Manfield ISD
Street and Apt. No., or PO Box No.: 605 E. Broad St.
City, State, ZIP+4®: Manfield, TX 76063

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0600 0000 5141 9312

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WEATHERFORD, TX 76086 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) $2.70 | |
| ☐ Return Receipt (hardcopy) $0.00 | |
| ☐ Return Receipt (electronic) $0.00 | |
| ☐ Certified Mail Restricted Delivery $0.00 | Postmark Here |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | |
| Total Postage and Fees $6.47 | 12/01/2016 |

Sent To: Ms. Patricia Hardy, SBOE Manfield ISD
Street and Apt. No., or PO Box No.: 200 North Elm
City, State, ZIP+4®: Weatherford, TX 76086

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0600 0000 5141 9329

7016 0600 0000 5141 9558

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FORT WORTH TX 76107 OFFICIAL USE

| | | |
|---|---|---|
| Certified Mail Fee | $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | | |
| ☐ Return Receipt (hardcopy) | $2.70 $0.00 | |
| ☐ Return Receipt (electronic) | $0.00 | Postmark Here |
| ☐ Certified Mail Restricted Delivery | $0.00 | |
| ☐ Adult Signature Required | $0.00 | |
| ☐ Adult Signature Restricted Delivery | $ | |
| Postage | $0.47 | |
| Total Postage and Fees | $6.47 | 12/01/2016 |

Sent To: Dr. Kent P. Scribner, Superintendent - Ft. Worth ISD
Street and Apt. No., or PO Box No.: 100 N. University Ave
City, State, ZIP+4®: Ft. Worth, TX 76107

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0600 0000 5141 9855

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For delivery information, visit our website at *www.usps.com®*.
DALLAS TX 75205 OFFICIAL USE

| | | |
|---|---|---|
| Certified Mail Fee | $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | | |
| ☐ Return Receipt (hardcopy) | $2.70 $0.00 | |
| ☐ Return Receipt (electronic) | $0.00 | Postmark Here |
| ☐ Certified Mail Restricted Delivery | $0.00 | |
| ☐ Adult Signature Required | $0.00 | |
| ☐ Adult Signature Restricted Delivery | $ | |
| Postage | $0.47 | |
| Total Postage and Fees | $6.47 | 12/01/2016 |

Sent To: Ms. Geraldine Miller, SBOE - Richardson ISD
Street and Apt. No., or PO Box No.: 3815 Beverly Drive
City, State, ZIP+4®: Dallas, TX 75205

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 9120

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WEATHERFORD TX 76086 OFFICIAL USE

| | | |
|---|---|---|
| Certified Mail Fee | $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | | |
| ☐ Return Receipt (hardcopy) | $2.70 $0.00 | |
| ☐ Return Receipt (electronic) | $0.00 | Postmark Here |
| ☐ Certified Mail Restricted Delivery | $0.00 | |
| ☐ Adult Signature Required | $0.00 | |
| ☐ Adult Signature Restricted Delivery | $ | |
| Postage | $0.47 | |
| Total Postage and Fees | $6.47 | 12/01/2016 |

Sent To: Ms. Patricia Hardy, SBOE Grapevine-Colleyville ISD
Street and Apt. No., or PO Box No.: 400 N. Elm
City, State, ZIP+4®: Weatherford, TX 76086

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0600 0000 5141 9596

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PLANO, TX 75024 OFFICIAL USE

| | | |
|---|---|---|
| Certified Mail Fee | $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | | |
| ☐ Return Receipt (hardcopy) | $2.70 $0.00 | |
| ☐ Return Receipt (electronic) | $0.00 | Postmark Here |
| ☐ Certified Mail Restricted Delivery | $0.00 | |
| ☐ Adult Signature Required | $0.00 | |
| ☐ Adult Signature Restricted Delivery | $ | |
| Postage | $0.47 | |
| Total Postage and Fees | $6.47 | 12/01/2016 |

Sent To: Senator Van Taylor - Richardson ISD
Street and Apt. No., or PO Box No.: 6221 Preston Rd. Ste 700
City, State, ZIP+4®: Plano, TX 75024

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0600 0000 5141 9572

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AUSTIN TX 78768 OFFICIAL USE

| | | |
|---|---|---|
| Certified Mail Fee | $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | | |
| ☐ Return Receipt (hardcopy) | $2.70 $0.00 | |
| ☐ Return Receipt (electronic) | $0.00 | Postmark Here |
| ☐ Certified Mail Restricted Delivery | $0.00 | |
| ☐ Adult Signature Required | $0.00 | |
| ☐ Adult Signature Restricted Delivery | $ | |
| Postage | $0.47 | |
| Total Postage and Fees | $6.47 | 12/01/2016 |

Sent To: Rep. Linda Koop - Richardson ISD
Street and Apt. No., or PO Box No.: P.O. Box 2910
City, State, ZIP+4®: Austin, TX 78768

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0600 0000 5141 9589

**U.S. Postal Service™ CERTIFIED MAIL® RECEIPT**
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DALLAS TX 75225 OFFICIAL USE

| | | |
|---|---|---|
| Certified Mail Fee | $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | | |
| ☐ Return Receipt (hardcopy) | $2.70 $0.00 | |
| ☐ Return Receipt (electronic) | $0.00 | Postmark Here |
| ☐ Certified Mail Restricted Delivery | $0.00 | |
| ☐ Adult Signature Required | $0.00 | |
| ☐ Adult Signature Restricted Delivery | $ | |
| Postage | $0.47 | |
| Total Postage and Fees | $6.47 | 12/01/2016 |

Sent To: Senator Don Huffines - Richardson ISD
Street and Apt. No., or PO Box No.: 8222 Douglas Ave., Ste 675
City, State, ZIP+4®: Dallas, TX 75225

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

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RICHARDSON TX 75081 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $ $0.00 | Postmark Here |
| ☐ Return Receipt (electronic) $ $0.00 | |
| ☐ Certified Mail Restricted Delivery $ $0.00 | |
| ☐ Adult Signature Required $ $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | 12/01/2016 |
| Total Postage and Fees $6.47 | |

Sent To: Dr. Kay Waggoner, Superintendent - Richardson ISD
Street and Apt. No., or PO Box No.: 400 S. Greenville Avenue
City, State, ZIP+4®: Richardson, Tx 75081

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0600 0000 5141 9879

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ALEDO, TX 76008 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $ $0.00 | Postmark Here |
| ☐ Return Receipt (electronic) $ $0.00 | |
| ☐ Certified Mail Restricted Delivery $ $0.00 | |
| ☐ Adult Signature Required $ $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | 12/01/2016 |
| Total Postage and Fees $6.47 | |

Sent To: Dr. Derek Cody Superintendent Aledo ISD
Street and Apt. No., or PO Box No.: 1008 Bailey Ranch Rd.
City, State, ZIP+4®: Aledo, TX 76008

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5330 1830

## U.S. Postal Service™ CERTIFIED MAIL® RECEIPT
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For delivery information, visit our website at www.usps.com®

DALLAS TX 75234 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $ $0.00 | Postmark Here |
| ☐ Return Receipt (electronic) $ $0.00 | |
| ☐ Certified Mail Restricted Delivery $ $0.00 | |
| ☐ Adult Signature Required $ $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | 12/01/2016 |
| Total Postage and Fees $6.47 | C.F.B.I.S.D |

Sent To: Representative Matt Rinaldi
Street and Apt. No., or PO Box No.: 12300 Ford Rd, Suite B348
City, State, ZIP+4®: Dallas Tx 75234

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0600 0000 5141 9121

## U.S. Postal Service™ CERTIFIED MAIL® RECEIPT
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GARLAND TX 75043 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $ $0.00 | Postmark Here |
| ☐ Return Receipt (electronic) $ $0.00 | |
| ☐ Certified Mail Restricted Delivery $ $0.00 | |
| ☐ Adult Signature Required $ $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | 12/01/2016 |
| Total Postage and Fees $6.47 | |

Sent To: Representative Cindy Burkett Sunnyvale ISD
Street and Apt. No., or PO Box No.: 3200 Broadway, Ste 240
City, State, ZIP+4®: Garland, TX. 75043

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5330 1847

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RICHARDSON TX 75081 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $ $0.00 | Postmark Here |
| ☐ Return Receipt (electronic) $ $0.00 | |
| ☐ Certified Mail Restricted Delivery $ $0.00 | |
| ☐ Adult Signature Required $ $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | 12/01/2016 |
| Total Postage and Fees $6.47 | |

Sent To: Ms. Kim Caston, Board President - Richardson ISD
Street and Apt. No., or PO Box No.: 400 S. Greenville Avenue
City, State, ZIP+4®: Richardson, Tx 75081

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0600 0000 5141 9862

## U.S. Postal Service™ CERTIFIED MAIL® RECEIPT
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DALLAS TX 75247 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $ $0.00 | Postmark Here |
| ☐ Return Receipt (electronic) $ $0.00 | |
| ☐ Certified Mail Restricted Delivery $ $0.00 | |
| ☐ Adult Signature Required $ $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | 12/01/2016 |
| Total Postage and Fees $6.47 | C.F.B.I.S.D |

Sent To: Representative Rafael Anchia
Street and Apt. No., or PO Box No.: 1111 West Mockingbird Lane Suite 1010
City, State, ZIP+4®: Dallas TX 75247

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0600 0000 5141 9114

7016 0600 0000 5141 9787

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CORPELL TX 75019 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $0.00 | Postmark Here |
| ☐ Return Receipt (electronic) $0.00 | |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | 12/01/2016 |
| Total Postage and Fees $6.47 | |

Sent To: Dr. Mike Waldrip, Superintendent – Coppell ISD
Street and Apt. No., or PO Box No.: 200 S. Denton Tap Road
City, State, ZIP+4®: Coppell, TX 75019

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0600 0000 5141 9541

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FORT WORTH TX 76107 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $0.00 | Postmark Here |
| ☐ Return Receipt (electronic) $0.00 | |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | 12/01/2016 |
| Total Postage and Fees $6.47 | |

Sent To: Mr. Jacinto Ramos Jr. Board Proidnt Ft. Worth ISD
Street and Apt. No., or PO Box No.: 100 N. University Ave.
City, State, ZIP+4®: Ft. Worth, TX 76107

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0600 0000 5141 9770

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OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee | |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) | Postmark Here |
| ☐ Return Receipt (electronic) | DEC - 1 2016 |
| ☐ Certified Mail Restricted Delivery | |
| ☐ Adult Signature Required | |
| ☐ Adult Signature Restricted Delivery | |
| Postage | |
| Total Postage and Fees $6.47 | |

Sent To: Mr. Anthony Hill, Board President - Coppell ISD
Street and Apt. No., or PO Box No.: 200 S. Denton Tap Road
City, State, ZIP+4®: Coppell, TX 75019

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0600 0000 5141 9749

**U.S. Postal Service™ CERTIFIED MAIL® RECEIPT**
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GRAPEVINE TX 76051 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $0.00 | Postmark Here |
| ☐ Return Receipt (electronic) $0.00 | |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | 12/01/2016 |
| Total Postage and Fees $6.47 | |

Sent To: Senator Jane Nelson
Street and Apt. No., or PO Box No.: 1225 S. Main Street, Suite 100
City, State, ZIP+4®: Grapevine, TX 76051

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5330 1823

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ALEDO, TX 76008 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $0.00 | Postmark Here |
| ☐ Return Receipt (electronic) $0.00 | |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | 12/01/2016 |
| Total Postage and Fees $6.47 | |

Sent To: Mr. Jay Stringer, Board President Aledo ISD
Street and Apt. No., or PO Box No.: 1008 Bailey Ranch Rd.
City, State, ZIP+4®: Aledo, TX. 7008

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0600 0000 5141 9817

**U.S. Postal Service™ CERTIFIED MAIL® RECEIPT**
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For delivery information, visit our website at www.usps.com®.

NORTH RICHLAND HILLS TX 76180 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $0.00 | Postmark Here |
| ☐ Return Receipt (electronic) $0.00 | |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | 12/01/2016 |
| Total Postage and Fees $6.47 | |

Sent To: Senator Kelly Hancock – HEB ISD
Street and Apt. No., or PO Box No.: 9121 Bedshire Drive, Suite 200
City, State, ZIP+4®: North Richland Hills, TX 76182

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

## CERTIFIED MAIL® RECEIPT
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For delivery information, visit our website at www.usps.com®

FORT WORTH TX 76102 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $ $0.00 | Postmark Here |
| ☐ Return Receipt (electronic) $ $0.00 | |
| ☐ Certified Mail Restricted Delivery $ $0.00 | |
| ☐ Adult Signature Required $ $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | |
| Total Postage and Fees $6.47 | 12/01/2016 |

Sent To: Ms. Erika Beltran - Irving ISD
Street and Apt. No., or PO Box No.: P.O. Box 19196
City, State, ZIP+4®: Fort Worth, TX 76182

PS Form 3800, April 2015 PSN 7530-02-000-9047 — See Reverse for Instructions

7016 0600 0000 5141 9008

## CERTIFIED MAIL® RECEIPT
Domestic Mail Only

For delivery information, visit our website at www.usps.com®

WEATHERFORD TX 76086 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $ $0.00 | Postmark Here |
| ☐ Return Receipt (electronic) $ $0.00 | |
| ☐ Certified Mail Restricted Delivery $ $0.00 | |
| ☐ Adult Signature Required $ $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | |
| Total Postage and Fees $6.47 | 12/01/2016 |

Sent To: Ms. Patricia Hardy, SBOE
Street and Apt. No., or PO Box No.: 900 North Elm
City, State, ZIP+4®: Weatherford, TX 76086

PS Form 3800, April 2015 PSN 7530-02-000-9047 — See Reverse for Instructions

## U.S. Postal Service™ CERTIFIED MAIL® RECEIPT
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WEATHERFORD TX 76086 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $ $0.00 | Postmark Here |
| ☐ Return Receipt (electronic) $ $0.00 | |
| ☐ Certified Mail Restricted Delivery $ $0.00 | |
| ☐ Adult Signature Required $ $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | |
| Total Postage and Fees $6.47 | 12/01/2016 |

Sent To: Patricia Hardy, SBOE - Coppell ISD
Street and Apt. No., or PO Box No.: 900 N. Elm
City, State, ZIP+4®: Weatherford, TX 760086

PS Form 3800, April 2015 PSN 7530-02-000-9047 — See Reverse for Instructions

7016 0750 0000 4055 5193

## U.S. Postal Service™ CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $ | |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $ | Postmark Here |
| ☐ Return Receipt (electronic) $ | |
| ☐ Certified Mail Restricted Delivery $ | |
| ☐ Adult Signature Required $ | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $ | |
| Total Postage and Fees $ | |

SPRING VALLEY STATION DEC - 2016 DALLAS TX

Mansfield ISD

Sent To: Representative Chris Turner
Street and Apt. No., or PO Box No.: 1600 E. Pioneer Pkwy. Suite 515
City, State, ZIP+4®: Arlington TX 76010

PS Form 3800, April 2015 PSN 7530-02-000-9047 — See Reverse for Instructions

## U.S. Postal Service™ CERTIFIED MAIL® RECEIPT
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WACO TX 76706 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $ $0.00 | Postmark Here |
| ☐ Return Receipt (electronic) $ $0.00 | |
| ☐ Certified Mail Restricted Delivery $ $0.00 | |
| ☐ Adult Signature Required $ $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | |
| Total Postage and Fees $6.47 | 12/01/2016 |

Sent To: Ms. Sue Melton - Malone, SBOE - Coppell ISD
Street and Apt. No., or PO Box No.: 125 E. Down
City, State, ZIP+4®: Robinson, Tx 76706

PS Form 3800, April 2015 PSN 7530-02-000-9047 — See Reverse for Instructions

7016 0600 0000 5141 9022

## U.S. Postal Service™ CERTIFIED MAIL® RECEIPT
Domestic Mail Only

For delivery information, visit our website at www.usps.com®

NORTH RICHLAND HILLS TX 76182 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $ $0.00 | Postmark Here |
| ☐ Return Receipt (electronic) $ $0.00 | |
| ☐ Certified Mail Restricted Delivery $ $0.00 | |
| ☐ Adult Signature Required $ $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | |
| Total Postage and Fees $6.47 | 12/01/2016 |

Sent To: Senator Kelly Hancock - Irving ISD
Street and Apt. No., or PO Box No.: 9121 Belshire Dr. Suite 200
City, State, ZIP+4®: North Richland Hills, Tx 76182

PS Form 3800, April 2015 PSN 7530-02-000-9047 — See Reverse for Instructions

112

7016 0600 0000 5141 9718

**CERTIFIED MAIL® RECEIPT**
*Domestic Mail Only*

For delivery information, visit our website at www.usps.com®

DALLAS, TX 75234 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $0.00 | Postmark Here |
| ☐ Return Receipt (electronic) $0.00 | |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | 12/01/2016 |
| Total Postage and Fees $6.47 | |

Sent To: Representative Matt Rinaldi - Coppell ISD
Street and Apt. No., or PO Box No.: 12300 Ford Road, Suite B348
City, State, ZIP+4®: Dallas, TX 75234

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0600 0000 5141 9039

**CERTIFIED MAIL® RECEIPT**
*Domestic Mail Only*

For delivery information, visit our website at www.usps.com®

DALLAS, TX 75225 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $0.00 | Postmark Here |
| ☐ Return Receipt (electronic) $0.00 | |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | 12/01/2016 |
| Total Postage and Fees $6.47 | |

Sent To: Senator Don Huffines - Irving ISD
Street and Apt. No., or PO Box No.: 8222 Douglas Ave, Suite 675
City, State, ZIP+4®: Dallas, TX 75225

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0600 0000 5141 9725

**U.S. Postal Service™ CERTIFIED MAIL® RECEIPT**
*Domestic Mail Only*

For delivery information, visit our website at www.usps.com®

CARROLLTON, TX 75007 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $0.00 | Postmark Here |
| ☐ Return Receipt (electronic) $0.00 | |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | 12/01/2016 |
| Total Postage and Fees $6.47 | |

Sent To: Representative Ron Simmons - Coppell ISD
Street and Apt. No., or PO Box No.: 1029 W. Rosemeade Pkwy, Suite 108
City, State, ZIP+4®: Carrollton, TX 75007

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0600 0000 5141 9374

**U.S. Postal Service™ CERTIFIED MAIL® RECEIPT**
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CLEBURNE, TX 76033 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $0.00 | Postmark Here |
| ☐ Return Receipt (electronic) $0.00 | |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | 12/01/2016 |
| Total Postage and Fees $6.47 | |

Sent To: Rep. DeWayne Burns - Mansfield ISD
Street and Apt. No., or PO Box No.: 115 S. Main Ste 202
City, State, ZIP+4®: Cleburne, TX 76033

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0600 0000 5141 9695

**U.S. Postal Service™ CERTIFIED MAIL® RECEIPT**
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PLANO, TX 75075 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $0.00 | Postmark Here |
| ☐ Return Receipt (electronic) $0.00 | |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $0.00 | |
| Postage $0.47 | 12/01/2016 |
| Total Postage and Fees $6.47 | |

Sent To: Dr. Brian Bingaali, Superintendent - Plano ISD
Street and Apt. No., or PO Box No.: 2700 W. 15th Street
City, State, ZIP+4®: Plano, TX 75075

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0600 0000 5141 9732

**U.S. Postal Service™ CERTIFIED MAIL® RECEIPT**
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DALLAS, TX 75225 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $0.00 | Postmark Here |
| ☐ Return Receipt (electronic) $0.00 | |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | 12/01/2016 |
| Total Postage and Fees $6.47 | |

Sent To: Senator Don Huffines - Coppell ISD
Street and Apt. No., or PO Box No.: 8222 Douglas Avenue, Suite 675
City, State, ZIP+4®: Dallas, TX 75225

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

## CERTIFIED MAIL® RECEIPT
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FORT WORTH TX 76102 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $0.00 | Postmark Here |
| ☐ Return Receipt (electronic) $0.00 | |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | 12/01/2016 |
| Total Postage and Fees $6.47 | |

Sent To: Ms. Erika Bilton, ISD E Grand Prairie ISD
Street and Apt. No., or PO Box No.: P.O. Box 17196
City, State, ZIP+4®: Ft. Worth TX 76102

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 9069

## CERTIFIED MAIL® RECEIPT
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For delivery information, visit our website at www.usps.com®.

NORTH RICHLAND HILLS TX 76182 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $0.00 | Postmark Here |
| ☐ Return Receipt (electronic) $0.00 | |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | 12/01/2016 |
| Total Postage and Fees $6.47 | |

Sent To: Senator Kelly Hancock, Grand Prairie ISD
Street and Apt. No., or PO Box No.: 9121 Bellaire Dr. Ste 200
City, State, ZIP+4®: N. Richland Hills, TX 76182

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 9076

## U.S. Postal Service™ CERTIFIED MAIL® RECEIPT
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AUSTIN TX 78768 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $0.00 | Postmark Here |
| ☐ Return Receipt (electronic) $0.00 | |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | 12/01/2016 |
| Total Postage and Fees $6.47 | |

Sent To: Rep. Linda Koop Garland ISD
Street and Apt. No., or PO Box No.: PO Box 2910
City, State, ZIP+4®: Austin TX 78768

See Reverse for Instructions

7016 0910 0001 5329 9021

## U.S. Postal Service™ CERTIFIED MAIL® RECEIPT
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For delivery information, visit our website at www.usps.com®.

GRAND PRAIRIE TX 75052 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $0.00 | Postmark Here |
| ☐ Return Receipt (electronic) $0.00 | |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | 12/01/2016 |
| Total Postage and Fees $6.47 | |

Sent To: Mr. Terry Brooks, President Grand Prairie ISD
Street and Apt. No., or PO Box No.: 2602 S. Belt Line Rd.
City, State, ZIP+4®: Grand Prairie, TX 75052

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 9052

## U.S. Postal Service™ CERTIFIED MAIL® RECEIPT
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For delivery information, visit our website at www.usps.com®.

RICHARDSON TX 75081 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $0.00 | Postmark Here |
| ☐ Return Receipt (electronic) $0.00 | |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | 12/01/2016 |
| Total Postage and Fees $6.47 | |

Sent To: Rep. Angie Chen Button - Garland ISD
Street and Apt. No., or PO Box No.: 1201 Fifth International Pkwy, Ste 130
City, State, ZIP+4®: Richardson TX 75081

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 9038

## U.S. Postal Service™ CERTIFIED MAIL® RECEIPT
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For delivery information, visit our website at www.usps.com®.

GRAND PRAIRIE TX 75052 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $0.00 | Postmark Here |
| ☐ Return Receipt (electronic) $0.00 | |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | 12/01/2016 Grand Prairie ISD |
| Total Postage and Fees $6.47 | |

Sent To: Dr. Susan Simpson Hull, Superintendent
Street and Apt. No., or PO Box No.: 2602 S. Belt Line Rd.
City, State, ZIP+4®: Grand Prairie, TX 75052

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 9045

## U.S. Postal Service™ CERTIFIED MAIL® RECEIPT
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For delivery information, visit our website at www.usps.com®.

PLANO, TX 75093

OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) | $0.00 |
| ☐ Return Receipt (electronic) | $0.00 |
| ☐ Certified Mail Restricted Delivery | $0.00 |
| ☐ Adult Signature Required | $0.00 |
| ☐ Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240 17

Postmark Here

12/01/2016

Sent To: Rep. Matt Shaheen - Plano ISD
Street and Apt. No., or PO Box No.: 5304 West Plano Pkwy
City, State, ZIP+4®: Plano, TX 75093

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0600 0000 5141 8964

## U.S. Postal Service™ CERTIFIED MAIL® RECEIPT
Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

PLANO, TX 75024

OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) | $0.00 |
| ☐ Return Receipt (electronic) | $0.00 |
| ☐ Certified Mail Restricted Delivery | $0.00 |
| ☐ Adult Signature Required | $0.00 |
| ☐ Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240 17

Postmark Here

12/01/2016

Sent To: Senator Van Taylor - Plano ISD
Street and Apt. No., or PO Box No.: 6301 Preston Road, Suite 700
City, State, ZIP+4®: Plano, TX 75024

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0600 0000 5141 9671

## U.S. Postal Service™ CERTIFIED MAIL® RECEIPT
Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

FORT WORTH, TX 76102

OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) | $0.00 |
| ☐ Return Receipt (electronic) | $0.00 |
| ☐ Certified Mail Restricted Delivery | $0.00 |
| ☐ Adult Signature Required | $0.00 |
| ☐ Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240 17

Postmark Here

12/01/2016

Sent To: Ms. Erika Beltran, SBOE - Ft. Worth ISD
Street and Apt. No., or PO Box No.: P.O. Box 17196
City, State, ZIP+4®: Fort Worth, TX 76102

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0600 0000 5141 9534

## U.S. Postal Service™ CERTIFIED MAIL® RECEIPT
Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

PLANO, TX 75074

OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) | $0.00 |
| ☐ Return Receipt (electronic) | $0.00 |
| ☐ Certified Mail Restricted Delivery | $0.00 |
| ☐ Adult Signature Required | $0.00 |
| ☐ Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240 17

Postmark Here

12/01/2016

Sent To: Rep. Jeff Leach - Plano ISD
Street and Apt. No., or PO Box No.: 777 E. 15th St., Ste 202
City, State, ZIP+4®: Plano, TX 75074

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0600 0000 5141 8971

## U.S. Postal Service™ CERTIFIED MAIL® RECEIPT
Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

WACO, TX 76701

OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) | $0.00 |
| ☐ Return Receipt (electronic) | $0.00 |
| ☐ Certified Mail Restricted Delivery | $0.00 |
| ☐ Adult Signature Required | $0.00 |
| ☐ Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240 09

Postmark Here

12/01/2016

Sent To: Senator Brian Birdwell, Grand Prairie ISD
Street and Apt. No., or PO Box No.: 900 Austin Ave, Ste 500
City, State, ZIP+4®: Waco, TX 76701

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0970 0001 5329 9083

## U.S. Postal Service™ CERTIFIED MAIL® RECEIPT
Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

DALLAS, TX 75232

OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) | $0.00 |
| ☐ Return Receipt (electronic) | $0.00 |
| ☐ Certified Mail Restricted Delivery | $0.00 |
| ☐ Adult Signature Required | $0.00 |
| ☐ Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240 09

Postmark Here

12/01/2016

Sent To: Senator Royce West - Grand Prairie ISD
Street and Apt. No., or PO Box No.: 5787 S. Hampton Rd Ste 385
City, State, ZIP+4®: Dallas, TX 75232

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0970 0001 5329 9090

7016 0910 0001 5329 9427

**CERTIFIED MAIL® RECEIPT**
*Domestic Mail Only*

For delivery information, visit our website at www.usps.com®.

ROCKWALL, TX 75032

OFFICIAL USE

| | | |
|---|---|---|
| Certified Mail Fee | $3.30 | 0240 |
| $ | $2.70 | 09 |
| Extra Services & Fees (check box, add fee as appropriate) | | |
| ☐ Return Receipt (hardcopy) | $ $0.00 | Postmark Here |
| ☐ Return Receipt (electronic) | $ $0.00 | |
| ☐ Certified Mail Restricted Delivery | $ $0.00 | |
| ☐ Adult Signature Required | $ $0.00 | |
| ☐ Adult Signature Restricted Delivery | $ | |
| Postage | $0.47 | 12/01/2016 |
| $ | | |
| Total Postage and Fees | $6.47 | |
| $ | | |

Sent To: Senator Bob Hall Mesquite ISD
Street and Apt. No., or PO Box No.: Alliance Building #26537 Horizon Rd. Suite B-1
City, State, ZIP+4®: Rockwall Tx 75032

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 8970

**CERTIFIED MAIL® RECEIPT**
*Domestic Mail Only*

For delivery information, visit our website at www.usps.com®.

GARLAND, TX 75042

OFFICIAL USE

| | | |
|---|---|---|
| Certified Mail Fee | $3.30 | 0240 |
| $ | $2.70 | 09 |
| Extra Services & Fees (check box, add fee as appropriate) | | |
| ☐ Return Receipt (hardcopy) | $ $0.00 | Postmark Here |
| ☐ Return Receipt (electronic) | $ $0.00 | |
| ☐ Certified Mail Restricted Delivery | $ $0.00 | |
| ☐ Adult Signature Required | $ $0.00 | |
| ☐ Adult Signature Restricted Delivery | $ | |
| Postage | $0.47 | 12/01/2016 |
| $ | | |
| Total Postage and Fees | $6.47 | |
| $ | | |

Sent To: Mr. Bob Morrison, Superintendent Garland ISD
Street and Apt. No., or PO Box No.: 501 N. Jupiter
City, State, ZIP+4®: Garland TX 75042

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 9397

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FORT WORTH, TX 76102

OFFICIAL USE

| | | |
|---|---|---|
| Certified Mail Fee | $3.30 | 0240 |
| $ | $2.70 | 09 |
| Extra Services & Fees (check box, add fee as appropriate) | | |
| ☐ Return Receipt (hardcopy) | $ $0.00 | Postmark Here |
| ☐ Return Receipt (electronic) | $ $0.00 | |
| ☐ Certified Mail Restricted Delivery | $ $0.00 | |
| ☐ Adult Signature Required | $ $0.00 | |
| ☐ Adult Signature Restricted Delivery | $ | |
| Postage | $0.47 | 12/01/2016 |
| $ | | |
| Total Postage and Fees | $6.47 | |
| $ | | |

Sent To: Ms. Erika Beltran, SBOE Mesquite ISD
Street and Apt. No., or PO Box No.: P.O. Box 17996
City, State, ZIP+4®: Fort Worth Tx 76102

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 9670

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MESQUITE, TX 75149

OFFICIAL USE

| | | |
|---|---|---|
| Certified Mail Fee | $3.30 | 0240 |
| $ | $2.70 | 09 |
| Extra Services & Fees (check box, add fee as appropriate) | | |
| ☐ Return Receipt (hardcopy) | $ $0.00 | Postmark Here |
| ☐ Return Receipt (electronic) | $ $0.00 | |
| ☐ Certified Mail Restricted Delivery | $ $0.00 | |
| ☐ Adult Signature Required | $ $0.00 | |
| ☐ Adult Signature Restricted Delivery | $ | |
| Postage | $0.47 | 12/01/2016 |
| $ | | |
| Total Postage and Fees | $6.47 | Mesquite ISD |
| $ | | |

Sent To: Dr. David Vroonland Superintendent
Street and Apt. No., or PO Box No.: 405 East Davis Street
City, State, ZIP+4®: Mesquite Tx 75149

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 9687

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MESQUITE, TX 75149

OFFICIAL USE

| | | |
|---|---|---|
| Certified Mail Fee | $3.30 | 0240 |
| $ | $2.70 | 09 |
| Extra Services & Fees (check box, add fee as appropriate) | | |
| ☐ Return Receipt (hardcopy) | $ $1.00 | Postmark Here |
| ☐ Return Receipt (electronic) | $ $0.00 | |
| ☐ Certified Mail Restricted Delivery | $ $0.00 | |
| ☐ Adult Signature Required | $ $0.00 | |
| ☐ Adult Signature Restricted Delivery | $ | |
| Postage | $0.47 | 12/01/2016 |
| $ | | |
| Total Postage and Fees | $6.47 | Mesquite ISD |
| $ | | |

Sent To: Mr. Robert Seward Boad President
Street and Apt. No., or PO Box No.: 405 East Davis St
City, State, ZIP+4®: Mesquite Tx 75149

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 9380

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DALLAS TX 75205

OFFICIAL USE

| | | |
|---|---|---|
| Certified Mail Fee | $3.30 | 0240 |
| $ | $2.70 | 09 |
| Extra Services & Fees (check box, add fee as appropriate) | | |
| ☐ Return Receipt (hardcopy) | $ $0.00 | Postmark Here |
| ☐ Return Receipt (electronic) | $ $0.00 | |
| ☐ Certified Mail Restricted Delivery | $ $0.00 | |
| ☐ Adult Signature Required | $ $0.00 | |
| ☐ Adult Signature Restricted Delivery | $ | |
| Postage | $0.47 | 12/01/2016 |
| $ | | |
| Total Postage and Fees | $6.47 | |
| $ | | |

Sent To: Ms. Geraldin Miller, SBOE Mesquite ISD
Street and Apt. No., or PO Box No.: 3815 Beverly Drive
City, State, ZIP+4®: Dallas Tx 75205

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

## U.S. Postal Service™ CERTIFIED MAIL® RECEIPT
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DESOTO, TX 75115

OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) | $0.00 |
| ☐ Return Receipt (electronic) | $0.00 |
| ☐ Certified Mail Restricted Delivery | $0.00 |
| ☐ Adult Signature Required | $0.00 |
| ☐ Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240 09

Postmark Here

12/01/2016

Sent To: Rep. Helen Giddings Lancaster ISD
Street and Apt. No., or PO Box No.: 1510 North Hampton Rd. #340
City, State, ZIP+4®: DeSoto TX 75115

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 9588

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LANCASTER, TX 75146

OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) | $0.00 |
| ☐ Return Receipt (electronic) | $0.00 |
| ☐ Certified Mail Restricted Delivery | $0.00 |
| ☐ Adult Signature Required | $0.00 |
| ☐ Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240 09

Postmark Here

12/01/2016

Lancaster ISD

Sent To: Dr. Michael D. McFarland Superintendent
Street and Apt. No., or PO Box No.: 422 S. Centre Ave.
City, State, ZIP+4®: Lancaster TX 75146

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 9649

## U.S. Postal Service™ CERTIFIED MAIL® RECEIPT
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DALLAS, TX 75232

OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) | $0.00 |
| ☐ Return Receipt (electronic) | $0.00 |
| ☐ Certified Mail Restricted Delivery | $0.00 |
| ☐ Adult Signature Required | $0.00 |
| ☐ Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240 09

Postmark Here

12/01/2016

Sent To: Senator Royce West Lancaster ISD
Street and Apt. No., or PO Box No.: 5787 S. Hampton Rd, Suite 385
City, State, ZIP+4®: Dallas TX 75232

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 9656

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AUSTIN, TX 78768

OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) | $0.00 |
| ☐ Return Receipt (electronic) | $0.00 |
| ☐ Certified Mail Restricted Delivery | $0.00 |
| ☐ Adult Signature Required | $0.00 |
| ☐ Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240 09

Postmark Here

12/01/2016

Sent To: Rep. John Wray Lancaster ISD
Street and Apt. No., or PO Box No.: P.O. Box 2910
City, State, ZIP+4®: Austin TX 78769

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 8987

## U.S. Postal Service™ CERTIFIED MAIL® RECEIPT
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GARLAND, TX 75042

OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) | $0.00 |
| ☐ Return Receipt (electronic) | $0.00 |
| ☐ Certified Mail Restricted Delivery | $0.00 |
| ☐ Adult Signature Required | $0.00 |
| ☐ Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240 09

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12/01/2016

Sent To: Ms. Linda Griffin, President Garland ISD
Street and Apt. No., or PO Box No.: 501 S. Jupiter
City, State, ZIP+4®: Garland TX 7042

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 9625

## U.S. Postal Service™ CERTIFIED MAIL® RECEIPT
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WACO, TX 76706

OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) | $0.00 |
| ☐ Return Receipt (electronic) | $0.00 |
| ☐ Certified Mail Restricted Delivery | $0.00 |
| ☐ Adult Signature Required | $0.00 |
| ☐ Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240 09

Postmark Here

12/01/2016

Lancaster ISD

Sent To: Ms. Sue Melton-Malone, SBOE
Street and Apt. No., or PO Box No.: 125 E. Down
City, State, ZIP+4®: Robinson TX 76706

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 9519

**U.S. Postal Service™**
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KELLER, TX 76244 — OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee | $3.30 ($2.70) |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) | $ $0.00 |
| ☐ Return Receipt (electronic) | $ $0.00 |
| ☐ Certified Mail Restricted Delivery | $ $0.00 |
| ☐ Adult Signature Required | $ $0.00 |
| ☐ Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240 09

Postmark Here

12/01/2016

Grapevine-

Sent To: Rep. Giovanni Capriglione Colleyville ISD
Street and Apt. No., or PO Box No.: P.O. Box 770
City, State, ZIP+4®: Bella Tx 76244

PS Form 3800, April 2015 PSN 7530-02-000-9047 — See Reverse for Instructions

7016 0910 0001 5329 9496

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DALLAS, TX 75225 — OFFICIAL USE

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|---|---|
| Certified Mail Fee | $3.30 ($2.70) |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) | $ $0.00 |
| ☐ Return Receipt (electronic) | $ $0.00 |
| ☐ Certified Mail Restricted Delivery | $ $0.00 |
| ☐ Adult Signature Required | $ $0.00 |
| ☐ Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240 09

Postmark Here

12/01/2016

Grapevine-

Sent To: Senator Don Huffines Colleyville ISD
Street and Apt. No., or PO Box No.: 8222 Douglas Ave, Suite 675
City, State, ZIP+4®: Dallas Tx 75225

PS Form 3800, April 2015 PSN 7530-02-000-9047 — See Reverse for Instructions

7016 0910 0001 5329 9557

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DALLAS, TX 75205 — OFFICIAL USE

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|---|---|
| Certified Mail Fee | $3.30 ($2.70) |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) | $ $0.00 |
| ☐ Return Receipt (electronic) | $ $0.00 |
| ☐ Certified Mail Restricted Delivery | $ $0.00 |
| ☐ Adult Signature Required | $ $0.00 |
| ☐ Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240 09

Postmark Here

12/01/2016

Highland Park ISD

Sent To: Ms. Geraldine Miller, SBOE
Street and Apt. No., or PO Box No.: 3815 Beverly Drive
City, State, ZIP+4®: Dallas Tx 75205

PS Form 3800, April 2015 PSN 7530-02-000-9047 — See Reverse for Instructions

7016 0910 0001 5329 9564

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AUSTIN, TX 78768 — OFFICIAL USE

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|---|---|
| Certified Mail Fee | $3.30 ($2.70) |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) | $ $0.00 |
| ☐ Return Receipt (electronic) | $ $0.00 |
| ☐ Certified Mail Restricted Delivery | $ $0.00 |
| ☐ Adult Signature Required | $ $0.00 |
| ☐ Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240 09

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12/01/2016

Sent To: Rep. Morgan Meyer Highland Park ISD
Street and Apt. No., or PO Box No.: P.O. Box 2910
City, State, ZIP+4®: Austin Tx 78768

PS Form 3800, April 2015 PSN 7530-02-000-9047 — See Reverse for Instructions

7016 0910 0001 5329 9595

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LANCASTER, TX 75146 — OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee | $3.30 ($2.70) |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) | $ $0.00 |
| ☐ Return Receipt (electronic) | $ $0.00 |
| ☐ Certified Mail Restricted Delivery | $ $0.00 |
| ☐ Adult Signature Required | $ $0.00 |
| ☐ Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240 09

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12/01/2016

Lancaster ISD

Sent To: Mr. Ty G. Jones, Board President
Street and Apt. No., or PO Box No.: 422 S. Centre Ave
City, State, ZIP+4®: Lancaster Tx 75146

PS Form 3800, April 2015 PSN 7530-02-000-9047 — See Reverse for Instructions

7016 0910 0001 5329 9618

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FORT WORTH, TX 76102 — OFFICIAL USE

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|---|---|
| Certified Mail Fee | $3.30 ($2.70) |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) | $ $0.00 |
| ☐ Return Receipt (electronic) | $ $0.00 |
| ☐ Certified Mail Restricted Delivery | $ $0.00 |
| ☐ Adult Signature Required | $ $0.00 |
| ☐ Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240 09

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12/01/2016

Lancaster ISD

Sent To: Ms. Erika Beltran, SBOE
Street and Apt. No., or PO Box No.: PO Box 17196
City, State, ZIP+4®: Fort Worth Tx 76102

PS Form 3800, April 2015 PSN 7530-02-000-9047 — See Reverse for Instructions

7016 0910 0001 5329 9144

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NORTH RICHLAND HILLS, TX 76180

OFFICIAL USE

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|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) | $2.70 |
| ☐ Return Receipt (electronic) | $0.00 |
| ☐ Certified Mail Restricted Delivery | $0.00 |
| ☐ Adult Signature Required | $0.00 |
| ☐ Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240
09

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12/01/2016

Sent To: Rep. Stephanie Klick Birdville ISD
Street and Apt. No., or PO Box No.: 6951 NE Loop 820
City, State, ZIP+4®: North Richland Hills TX 76180

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0600 0000 5141 9565

**CERTIFIED MAIL® RECEIPT**
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RICHARDSON, TX 75081

OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) | $2.70 |
| ☐ Return Receipt (electronic) | $0.00 |
| ☐ Certified Mail Restricted Delivery | $0.00 |
| ☐ Adult Signature Required | $0.00 |
| ☐ Adult Signature Restricted Delivery | $0.00 |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240
09

Postmark Here

12/01/2016

Sent To: Rep. Angie Chen Button - Richardson ISD
Street and Apt. No., or PO Box No.: 1201 International Pkwy Ste 130
City, State, ZIP+4®: Richardson TX 75081

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 9151

**U.S. Postal Service™ CERTIFIED MAIL® RECEIPT**
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FORT WORTH, TX 76137

OFFICIAL USE

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|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) | $2.70 |
| ☐ Return Receipt (electronic) | $0.00 |
| ☐ Certified Mail Restricted Delivery | $0.00 |
| ☐ Adult Signature Required | $0.00 |
| ☐ Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240
09

Postmark Here

12/01/2016

Sent To: Rep. Matt Krause Birdville ISD
Street and Apt. No., or PO Box No.: 1624 N Riverside Dr, Ste 330
City, State, ZIP+4®: Fort Worth TX 76137

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5330 1380

**U.S. Postal Service™ CERTIFIED MAIL® RECEIPT**
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FORT WORTH, TX 76102

OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) | $2.70 |
| ☐ Return Receipt (electronic) | $0.00 |
| ☐ Certified Mail Restricted Delivery | $0.00 |
| ☐ Adult Signature Required | $0.00 |
| ☐ Adult Signature Restricted Delivery | $0.00 |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240
09

Postmark Here

12/01/2016 Birdville ISD

Sent To: Ms. Erika Beltran SBOE
Street and Apt. No., or PO Box No.: PO Box 17196
City, State, ZIP+4®: Fort Worth TX 76102

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 9113

**U.S. Postal Service™ CERTIFIED MAIL® RECEIPT**
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GRAPEVINE, TX 76051

OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) | $2.70 |
| ☐ Return Receipt (electronic) | $0.00 |
| ☐ Certified Mail Restricted Delivery | $0.00 |
| ☐ Adult Signature Required | $0.00 |
| ☐ Adult Signature Restricted Delivery | $0.00 |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240
09

Postmark Here

12/01/2016

Sent To: Mr. Leon Leal, President Grapevine-Colleyville ISD
Street and Apt. No., or PO Box No.: 3051 Ira E Woods Ave
City, State, ZIP+4®: Grapevine TX 76051

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 9137

**U.S. Postal Service™ CERTIFIED MAIL® RECEIPT**
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AUSTIN, TX 78768

OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) | $2.70 |
| ☐ Return Receipt (electronic) | $0.00 |
| ☐ Certified Mail Restricted Delivery | $0.00 |
| ☐ Adult Signature Required | $0.00 |
| ☐ Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240
09

Postmark Here

12/01/2016

Sent To: Rep. Ramon Romero Jr. Birdville ISD
Street and Apt. No., or PO Box No.: P.O. Box 2910
City, State, ZIP+4®: Austin TX 78769

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0004 5329 8840

**U.S. Postal Service**
**CERTIFIED MAIL® RECEIPT**
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For delivery information, visit our website at www.usps.com®.

DESOTO, TX 75115 OFFICIAL USE

| | | |
|---|---|---|
| Certified Mail Fee | $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | | |
| ☐ Return Receipt (hardcopy) | $0.00 | |
| ☐ Return Receipt (electronic) | $0.00 | Postmark Here |
| ☐ Certified Mail Restricted Delivery | $0.00 | |
| ☐ Adult Signature Required | $0.00 | |
| ☐ Adult Signature Restricted Delivery | $ | |
| Postage | $0.47 | 12/01/2016 |
| Total Postage and Fees | $6.47 | |

Sent To: Rep. Helen Giddings - DeSoto ISD
Street and Apt. No., or PO Box No.: 1512 N. Hampton Rd, #340
City, State, ZIP+4®: DeSoto TX 75115

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0600 0000 5141 9480

**U.S. Postal Service**
**CERTIFIED MAIL® RECEIPT**
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FORT WORTH, TX 76104 OFFICIAL USE

| | | |
|---|---|---|
| Certified Mail Fee | $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | | |
| ☐ Return Receipt (hardcopy) | $0.00 | |
| ☐ Return Receipt (electronic) | $0.00 | Postmark Here |
| ☐ Certified Mail Restricted Delivery | $0.00 | |
| ☐ Adult Signature Required | $0.00 | |
| ☐ Adult Signature Restricted Delivery | $ | |
| Postage | $0.47 | 12/01/2016 |
| Total Postage and Fees | $6.47 | |

Sent To: Rep. Nicole Collier - Ft. Worth ISD
Street and Apt. No., or PO Box No.: 101 S. Jennings, Ste 103A
City, State, ZIP+4®: Ft. Worth TX 76104

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 8802

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DESOTO, TX 75115 OFFICIAL USE

| | | |
|---|---|---|
| Certified Mail Fee | $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | | |
| ☐ Return Receipt (hardcopy) | $0.00 | |
| ☐ Return Receipt (electronic) | $0.00 | Postmark Here |
| ☐ Certified Mail Restricted Delivery | $0.00 | |
| ☐ Adult Signature Required | $0.00 | |
| ☐ Adult Signature Restricted Delivery | $ | |
| Postage | $0.47 | 12/01/2016 |
| Total Postage and Fees | $6.47 | |

Sent To: Dr. David Harris, Superintendent DeSoto ISD
Street and Apt. No., or PO Box No.: 200 E. Belt Line Rd
City, State, ZIP+4®: DeSoto TX 75115

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 8819

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DESOTO, TX 75115 OFFICIAL USE

| | | |
|---|---|---|
| Certified Mail Fee | $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | | |
| ☐ Return Receipt (hardcopy) | $0.00 | |
| ☐ Return Receipt (electronic) | $0.00 | Postmark Here |
| ☐ Certified Mail Restricted Delivery | $0.00 | |
| ☐ Adult Signature Required | $0.00 | |
| ☐ Adult Signature Restricted Delivery | $ | |
| Postage | $0.47 | 12/01/2016 |
| Total Postage and Fees | $6.47 | |

Sent To: Mr. Carl Sherman, Jr. President DeSoto ISD
Street and Apt. No., or PO Box No.: 200 E. Belt Line Rd
City, State, ZIP+4®: DeSoto, TX 75115

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0600 0000 5141 9145

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LEWISVILLE, TX 75067 OFFICIAL USE

| | | |
|---|---|---|
| Certified Mail Fee | $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | | |
| ☐ Return Receipt (hardcopy) | $0.00 | |
| ☐ Return Receipt (electronic) | $0.00 | Postmark Here |
| ☐ Certified Mail Restricted Delivery | $0.00 | |
| ☐ Adult Signature Required | $0.00 | |
| ☐ Adult Signature Restricted Delivery | $ | |
| Postage | $0.47 | 12/01/2016 |
| Total Postage and Fees | $6.47 | Lewisville ISD |

Sent To: Ms. Trisha Sheffield Board President
Street and Apt. No., or PO Box No.: 1565 W Main St
City, State, ZIP+4®: Lewisville TX 75067

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 8796

**U.S. Postal Service™**
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DALLAS, TX 75232 OFFICIAL USE

| | | |
|---|---|---|
| Certified Mail Fee | $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | | |
| ☐ Return Receipt (hardcopy) | $0.00 | |
| ☐ Return Receipt (electronic) | $0.00 | Postmark Here |
| ☐ Certified Mail Restricted Delivery | $0.00 | |
| ☐ Adult Signature Required | $0.00 | |
| ☐ Adult Signature Restricted Delivery | $ | |
| Postage | $0.47 | 12/01/2016 |
| Total Postage and Fees | $6.47 | |

Sent To: Representative Yvonne Davis Cedar Hill ISD
Street and Apt. No., or PO Box No.: 5787 Hampton Rd St 497
City, State, ZIP+4®: Dallas, TX 75232

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

U.S. Postal Service™
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NORTH RICHLAND HILLS TX 76182 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $1.00 | |
| ☐ Return Receipt (electronic) $0.00 | Postmark Here |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | |
| Total Postage and Fees $6.47 | 12/01/2016 |

Sent To: Senator Kelly Hancock - Arlington ISD
Street and Apt. No., or PO Box No.: 9121 Bellaire Dr., Ste 200
City, State, ZIP+4®: North Richland Hills, TX 76182

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0600 0000 5141 9435

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FORT WORTH TX 76102 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $1.00 | |
| ☐ Return Receipt (electronic) $0.00 | Postmark Here |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | |
| Total Postage and Fees $6.47 | 12/01/2016 |

Sent To: Ms. Erika Beltran, SBOE Arlington ISD
Street and Apt. No., or PO Box No.: P.O. Box 17196
City, State, ZIP+4®: Fort Worth, TX 76102

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0600 0000 5141 9454

U.S. Postal Service™
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ARLINGTON TX 76013 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $1.00 | |
| ☐ Return Receipt (electronic) $0.00 | Postmark Here |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | |
| Total Postage and Fees $6.47 | 12/01/2016 |

Sent To: Dr. Marcelo Cavazos, Superintendent Arlington ISD
Street and Apt. No., or PO Box No.: 1203 W. Pioneer Pkwy.
City, State, ZIP+4®: Arlington, TX 76013

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0600 0000 5141 9442

U.S. Postal Service™
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ARLINGTON TX 76013 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $1.00 | |
| ☐ Return Receipt (electronic) $0.00 | Postmark Here |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | |
| Total Postage and Fees $6.47 | 12/01/2016 |

Sent To: Ms. Jamie Dallins, Board President Arlington ISD
Street and Apt. No., or PO Box No.: 1203 W. Pioneer Pkwy
City, State, ZIP+4®: Arlington, TX 76013

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0600 0000 5141 9473

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FORT WORTH TX 76109 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $0.00 | |
| ☐ Return Receipt (electronic) $0.00 | Postmark Here |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $1.00 | |
| Postage $0.47 | |
| Total Postage and Fees $6.47 | 12/01/2016 |

Sent To: Rep. Craig Goldman - Ft. Worth ISD
Street and Apt. No., or PO Box No.: 4521 South Hulen St., Ste 209
City, State, ZIP+4®: Fort Worth, TX 76109

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0600 0000 5141 9466

U.S. Postal Service™
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FORT WORTH TX 76114 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $0.00 | |
| ☐ Return Receipt (electronic) $0.00 | Postmark Here |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | |
| Total Postage and Fees $6.47 | 12/01/2016 |

Sent To: Rep. Charlie Geren - Ft Worth ISD
Street and Apt. No., or PO Box No.: 1011 Roberts Cutoff
City, State, ZIP+4®: River Oaks, TX 76114

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

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BEDFORD, TX 76022 OFFICIAL USE

Certified Mail Fee $3.30
Extra Services & Fees (check box, add fee as appropriate)
- Return Receipt (hardcopy) $1.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $0.47
Total Postage and Fees $6.47

0240 09
Postmark Here
12/01/2016

Sent To: Ms. Ella Jones, Board President - HEB ISD
Street and Apt. No., or PO Box No.: 849 Central Drive
City, State, ZIP+4®: Bedford, TX 76022

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0600 0000 5147 9707

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AUSTIN, TX 78768 OFFICIAL USE

Certified Mail Fee $3.30
Extra Services & Fees (check box, add fee as appropriate)
- Return Receipt (hardcopy) $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $0.47
Total Postage and Fees $6.47

0240 09
Postmark Here
12/01/2016

Sent To: Representative Linda Koop
Street and Apt. No., or PO Box No.: P.O. Box 2910
City, State, ZIP+4®: Austin TX 78769

C.F.B.I.S.D

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

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BEDFORD, TX 76022 OFFICIAL USE

Certified Mail Fee $3.30
Extra Services & Fees (check box, add fee as appropriate)
- Return Receipt (hardcopy) $1.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $0.47
Total Postage and Fees $6.47

0240 09
Postmark Here
12/01/2016

Sent To: Mr. Steve Chevara, Superintendent - HEB ISD
Street and Apt. No., or PO Box No.: 1849 Central Drive
City, State, ZIP+4®: Bedford, TX 76022

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0600 0000 5147 9497

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AUSTIN, TX 78768 OFFICIAL USE

Certified Mail Fee $3.30
Extra Services & Fees (check box, add fee as appropriate)
- Return Receipt (hardcopy) $1.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $0.00

Postage $0.47
Total Postage and Fees $6.47

0240 09
Postmark Here
12/01/2016

Sent To: Hon. Ramon Romero, Jr. - Ft. Worth ISD
Street and Apt. No., or PO Box No.: P.O. Box 2910
City, State, ZIP+4®: Austin, TX 78767

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

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FORT WORTH, TX 76104 OFFICIAL USE

Certified Mail Fee $3.30
Extra Services & Fees (check box, add fee as appropriate)
- Return Receipt (hardcopy) $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $0.00

Postage $0.47
Total Postage and Fees $6.47

0240 09
Postmark Here
12/01/2016

Sent To: Rep. Nicole Collier - Arlington ISD
Street and Apt. No., or PO Box No.: 101 S. Jennings Ste 103A
City, State, ZIP+4®: Fort Worth TX 76104

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0600 0000 5147 9503

U.S. Postal Service™
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GRAPEVINE, TX 76051 OFFICIAL USE

Certified Mail Fee $3.30
Extra Services & Fees (check box, add fee as appropriate)
- Return Receipt (hardcopy) $1.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $0.00

Postage $0.47
Total Postage and Fees $6.47

0240 09
Postmark Here
12/01/2016

Sent To: Sen. Jane Nelson, Ft. Worth ISD
Street and Apt. No., or PO Box No.: 1225 S Main St. Ste 100
City, State, ZIP+4®: Grapevine TX 76051

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

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FORT WORTH, TX 76102 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) | $0.00 |
| ☐ Return Receipt (electronic) | $0.00 |
| ☐ Certified Mail Restricted Delivery | $0.00 |
| ☐ Adult Signature Required | $0.00 |
| ☐ Adult Signature Restricted Delivery | $0.00 |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240 09

Postmark Here

12/01/2016

Sent To: Erika Belton, SBOE Dallas ISD
Street and Apt. No., or PO Box No.: P.O. Box 17196
City, State, ZIP+4®: Dallas Tx 75204

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0600 0000 5141 9244

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DALLAS, TX 75204 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) | $0.00 |
| ☐ Return Receipt (electronic) | $0.00 |
| ☐ Certified Mail Restricted Delivery | $0.00 |
| ☐ Adult Signature Required | $0.00 |
| ☐ Adult Signature Restricted Delivery | $0.00 |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240 09

Postmark Here

12/01/2016

Dallas ISD

Sent To: Dr. Michael Hinojosa Superintendent
Street and Apt. No., or PO Box No.: 3700 Ross Ave.
City, State, ZIP+4®:

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

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CARROLLTON, TX 75006 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) | $0.00 |
| ☐ Return Receipt (electronic) | $0.00 |
| ☐ Certified Mail Restricted Delivery | $0.00 |
| ☐ Adult Signature Required | $0.00 |
| ☐ Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240 09

Postmark Here

12/01/2016

C.F.B I.S.D

Sent To: Bobby C Burns Superintendent
Street and Apt. No., or PO Box No.: 5 North Perry Rd
City, State, ZIP+4®: Carrollton Tx 75006

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0600 0000 5141 9251

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DALLAS, TX 75204 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) | $1.10 |
| ☐ Return Receipt (electronic) | $0.00 |
| ☐ Certified Mail Restricted Delivery | $0.00 |
| ☐ Adult Signature Required | $0.00 |
| ☐ Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240 09

Postmark Here

12/01/2016

Dallas ISD

Sent To: Mr Dan Micciche, Board President
Street and Apt. No., or PO Box No.: 3700 Ross Ave
City, State, ZIP+4®: Dallas Tx 75204

See Reverse for Instructions

## U.S. Postal Service™ CERTIFIED MAIL® RECEIPT
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For delivery information, visit our website at www.usps.com®

DALLAS, TX 75225 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) | $1.10 |
| ☐ Return Receipt (electronic) | $0.00 |
| ☐ Certified Mail Restricted Delivery | $0.00 |
| ☐ Adult Signature Required | $0.00 |
| ☐ Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240 09

Postmark Here

12/01/2016

Sent To: Senator Don Huffines Dallas ISD
Street and Apt. No., or PO Box No.: 8222 Douglas Ave, Suite 675
City, State, ZIP+4®: Dallas Tx 75225

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0600 0000 5141 8933

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DALLAS, TX 75205 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) | $1.10 |
| ☐ Return Receipt (electronic) | $0.00 |
| ☐ Certified Mail Restricted Delivery | $0.00 |
| ☐ Adult Signature Required | $0.00 |
| ☐ Adult Signature Restricted Delivery | $0.00 |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240 09

Postmark Here

12/01/2016

Dallas

Sent To: Ms Geraldine Miller, SBOE ISD
Street and Apt. No., or PO Box No.: 3815 Bevely Drive
City, State, ZIP+4®: Dallas Tx. 75205

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

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CEDAR HILL TX 75104 OFFICIAL USE

| | | |
|---|---|---|
| Certified Mail Fee | $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | $2.70 | |
| Return Receipt (hardcopy) | $1.00 | |
| Return Receipt (electronic) | $0.00 | Postmark Here |
| Certified Mail Restricted Delivery | $0.00 | |
| Adult Signature Required | $0.00 | |
| Adult Signature Restricted Delivery | $ | |
| Postage | $0.47 | |
| Total Postage and Fees | $6.47 | 12/01/2016 |

Sent To: Mr. Orlando Riddick Superintendent Cedar Hill ISD
Street and Apt. No., or PO Box No.: 285 Uptown Blvd Bldg 300
City, State, ZIP+4®: Cedar Hill TX 75104

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 9700

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CEDAR HILL TX 75104 OFFICIAL USE

| | | |
|---|---|---|
| Certified Mail Fee | $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | $2.70 | |
| Return Receipt (hardcopy) | $1.00 | |
| Return Receipt (electronic) | $0.00 | Postmark Here |
| Certified Mail Restricted Delivery | $0.00 | |
| Adult Signature Required | $0.00 | |
| Adult Signature Restricted Delivery | $ | |
| Postage | $0.47 | |
| Total Postage and Fees | $6.47 | 12/01/2016 |

Sent To: Mr. Michael Quildon, President Cedar Hill ISD
Street and Apt. No., or PO Box No.: 285 Uptown Blvd Bldg 300
City, State, ZIP+4®: Cedar Hill TX 75104

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 9540

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DALLAS TX 75205 OFFICIAL USE

| | | |
|---|---|---|
| Certified Mail Fee | $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | $2.70 | |
| Return Receipt (hardcopy) | $1.00 | |
| Return Receipt (electronic) | $0.00 | Postmark Here |
| Certified Mail Restricted Delivery | $0.00 | |
| Adult Signature Required | $0.00 | |
| Adult Signature Restricted Delivery | $ | |
| Postage | $0.47 | |
| Total Postage and Fees | $6.47 | 12/01/2016 |

Sent To: Joseph G Taylor Board President Highland Park ISD
Street and Apt. No., or PO Box No.: 7015 Westchester Dr
City, State, ZIP+4®: Dallas, TX 75205

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 8956

U.S. Postal Service™
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WACO TX 76701 OFFICIAL USE

| | | |
|---|---|---|
| Certified Mail Fee | $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | $2.70 | |
| Return Receipt (hardcopy) | $1.00 | |
| Return Receipt (electronic) | $0.00 | Postmark Here |
| Certified Mail Restricted Delivery | $0.00 | |
| Adult Signature Required | $0.00 | |
| Adult Signature Restricted Delivery | $ | |
| Postage | $0.47 | |
| Total Postage and Fees | $6.47 | 12/01/2016 |

Sent To: Senator Brian Birdwell (Rep) TD
Street and Apt. No., or PO Box No.: 400 Austin Ave, Ste 500
City, State, ZIP+4®: Waco, TX 76701

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 9663

U.S. Postal Service™
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FORT WORTH TX 76102 OFFICIAL USE

| | | |
|---|---|---|
| Certified Mail Fee | $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | $2.70 | |
| Return Receipt (hardcopy) | $1.00 | |
| Return Receipt (electronic) | $0.00 | Postmark Here |
| Certified Mail Restricted Delivery | $0.00 | |
| Adult Signature Required | $0.00 | |
| Adult Signature Restricted Delivery | $0.00 | |
| Postage | $0.47 | |
| Total Postage and Fees | $6.47 | 12/01/2016 |

Sent To: Senator Konni Burton : Arlington ISD
Street and Apt. No., or PO Box No.: 933 W Weatherford St. Ste 203
City, State, ZIP+4®: Fort Worth TX 76102

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 8963

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DALLAS TX 75232 OFFICIAL USE

| | | |
|---|---|---|
| Certified Mail Fee | $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | $2.70 | |
| Return Receipt (hardcopy) | $1.00 | |
| Return Receipt (electronic) | $0.00 | Postmark Here |
| Certified Mail Restricted Delivery | $0.00 | |
| Adult Signature Required | $0.00 | |
| Adult Signature Restricted Delivery | $ | |
| Postage | $0.47 | |
| Total Postage and Fees | $6.47 | 12/01/2016 |

Sent To: Senator Bowser West : Reps TD
Street and Apt. No., or PO Box No.: 5787 S. Hampton Rd, Ste 385
City, State, ZIP+4®: Dallas, TX 75232

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 9724

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WACO, TX 76701 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $2.70 $0.00 | Postmark Here |
| ☐ Return Receipt (electronic) $0.00 | |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | 12/01/2016 |
| Total Postage and Fees $6.47 | |

Sent To: Ms. Sue Melton-Malone, SBOE Cedar Hill ISD
Street and Apt. No., or PO Box No.: 125 E. Dawn
City, State, ZIP+4®: Hebronville, TX 76704

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 8789

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DESOTO, TX 75115 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $2.70 $0.00 | Postmark Here |
| ☐ Return Receipt (electronic) $0.00 | |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | 12/01/2016 |
| Total Postage and Fees $6.47 | |

Sent To: Representative Helen Giddings Cedar Hill ISD
Street and Apt. No., or PO Box No.: 1510 N. Hampton Rd. #340
City, State, ZIP+4®: DeSoto, TX 75115

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 9731

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WACO, TX 76701 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $2.70 $0.00 | Postmark Here |
| ☐ Return Receipt (electronic) $0.00 | |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | 12/01/2016 |
| Total Postage and Fees $6.47 | |

Sent To: Senator Brian Birdwell Cedar Hill ISD
Street and Apt. No., or PO Box No.: 900 Austin Ave, Ste 500
City, State, ZIP+4®: Waco, TX 76701

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 9748

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DALLAS, TX 75232 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $2.70 $0.00 | Postmark Here |
| ☐ Return Receipt (electronic) $0.00 | |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | 12/01/2016 |
| Total Postage and Fees $6.47 | |

Sent To: Senator Royce West Cedar Hill ISD
Street and Apt. No., or PO Box No.: 5787 S. Hampton Rd. Ste 385
City, State, ZIP+4®: Dallas, TX 75232

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 9717

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FORT WORTH, TX 76102 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $2.70 $0.00 | Postmark Here |
| ☐ Return Receipt (electronic) $0.00 | |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | 12/01/2016 |
| Total Postage and Fees $6.47 | |

Sent To: Ms. Erika Beltran SBOE Cedar Hill ISD
Street and Apt. No., or PO Box No.: P.O. Box 17196
City, State, ZIP+4®: Fort Worth, TX 76102

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 9755

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AUSTIN, TX 78768 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $2.70 $0.00 | Postmark Here |
| ☐ Return Receipt (electronic) $0.00 | |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $0.00 | |
| Postage $0.47 | 12/01/2016 |
| Total Postage and Fees $6.47 | |

Sent To: Representative John Wray - Cedar Hill ISD
Street and Apt. No., or PO Box No.: P.O. Box 2910
City, State, ZIP+4®: Austin, TX 78768

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

U.S. Postal Service
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PLANO, TX 75024

OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $0.00 | |
| ☐ Return Receipt (electronic) $0.00 | Postmark Here |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | |
| Total Postage and Fees $6.47 | 12/01/2016 |

Sent To: Senator Van Taylor Garland ISD
Street and Apt. No., or PO Box No.: 6301 Preston Rd. Ste 700
City, State, ZIP+4®: Plano, TX 75024

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 9007

U.S. Postal Service
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DALLAS, TX 75225

OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $0.00 | |
| ☐ Return Receipt (electronic) $0.00 | Postmark Here |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | |
| Total Postage and Fees $6.47 | 12/01/2016 |

Sent To: Senator Don Huffines - Garland ISD
Street and Apt. No., or PO Box No.: 8222 Douglas Ave, Ste 675
City, State, ZIP+4®: Dallas, TX 75225

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 9014

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NORTH RICHLAND HILLS, TX 76182

OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $0.00 | |
| ☐ Return Receipt (electronic) $0.00 | Postmark Here |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | |
| Total Postage and Fees $6.47 | 12/01/2016 |

Sent To: Senator Kelly Hancock Grapevine-Colleyville ISD
Street and Apt. No., or PO Box No.: 9121 Bedshire Drive, Suite 200
City, State, ZIP+4®: North Richland Hills, TX 76182

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 9458

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DALLAS, TX 75205

OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $0.00 | |
| ☐ Return Receipt (electronic) $0.00 | Postmark Here |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | |
| Total Postage and Fees $6.47 | 12/01/2016 |

Sent To: Mr. Gralding Miller, 1801 E Garland ISD
Street and Apt. No., or PO Box No.: 5015 Beverly Dr.
City, State, ZIP+4®: Dallas, TX 75205

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 8994

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AUSTIN, TX 78768

OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 17 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $0.00 | |
| ☐ Return Receipt (electronic) $0.00 | Postmark Here |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | |
| Total Postage and Fees $6.47 | 12/01/2016 |

Sent To: Representative Morgan Meyer Dallas ISD
Street and Apt. No., or PO Box No.: P.O. Box 2910
City, State, ZIP+4®: Austin, TX 78768

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 9004

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GRAPEVINE, TX 76051

OFFICIAL USE

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|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $0.00 | |
| ☐ Return Receipt (electronic) $0.00 | Postmark Here |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | |
| Total Postage and Fees $6.47 | 12/01/2016 |

Sent To: Dr. Robin Ryan, Superintendent Colleyville ISD Grapevine-
Street and Apt. No., or PO Box No.: 3051 Ira E. Woods Ave.
City, State, ZIP+4®: Grapevine, TX 76051

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 9004

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FORT WORTH TX 76108 OFFICIAL USE

| | | |
|---|---|---|
| Certified Mail Fee | $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | | |
| ☐ Return Receipt (hardcopy) | $ $0.00 | |
| ☐ Return Receipt (electronic) | $ $0.00 | Postmark Here |
| ☐ Certified Mail Restricted Delivery | $ $0.00 | |
| ☐ Adult Signature Required | $ $0.00 | |
| ☐ Adult Signature Restricted Delivery | $ | |
| Postage | $0.47 | 12/01/2016 |
| Total Postage and Fees | $6.47 | |

Sent To: Mr. Frank Molina Superintendent Sellkmnt I
Street and Apt. No., or PO Box No.: 101 S Cherry Lane
City, State, ZIP+4®: Ft Worth TX 76108

7016 0910 0001 5329 7591

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WEATHERFORD TX 76086 OFFICIAL USE

| | | |
|---|---|---|
| Certified Mail Fee | $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | | |
| ☐ Return Receipt (hardcopy) | $ $0.00 | |
| ☐ Return Receipt (electronic) | $ $0.00 | Postmark Here |
| ☐ Certified Mail Restricted Delivery | $ $0.00 | |
| ☐ Adult Signature Required | $ $0.00 | |
| ☐ Adult Signature Restricted Delivery | $ | |
| Postage | $0.47 | 12/01/2016 |
| Total Postage and Fees | $6.47 | |

Sent To: Mr. Patrick Hardy SBOE Everman ISD
Street and Apt. No., or PO Box No.: 900 N Elm
City, State, ZIP+4®: Weatherford TX 76086

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

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KELLER TX 76244 OFFICIAL USE

| | | |
|---|---|---|
| Certified Mail Fee | $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | | |
| ☐ Return Receipt (hardcopy) | $ $1.10 | |
| ☐ Return Receipt (electronic) | $ $0.00 | Postmark Here |
| ☐ Certified Mail Restricted Delivery | $ $0.00 | |
| ☐ Adult Signature Required | $ $0.00 | |
| ☐ Adult Signature Restricted Delivery | $ $0.00 | |
| Postage | $0.47 | 12/01/2016 |
| Total Postage and Fees | $6.47 | |

Sent To: Dr. Giovanni Capriglione NWISD
Street and Apt. No., or PO Box No.: P.O. Box 770
City, State, ZIP+4®: Keller TX 76244

7016 0910 0001 5329 7607

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FORT WORTH TX 76102 OFFICIAL USE

| | | |
|---|---|---|
| Certified Mail Fee | $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | | |
| ☐ Return Receipt (hardcopy) | $ $1.10 | |
| ☐ Return Receipt (electronic) | $ $0.00 | Postmark Here |
| ☐ Certified Mail Restricted Delivery | $ $0.00 | |
| ☐ Adult Signature Required | $ $0.00 | |
| ☐ Adult Signature Restricted Delivery | $ $0.00 | |
| Postage | $0.47 | 12/01/2016 |
| Total Postage and Fees | $6.47 | |

Sent To: Ms. Erika Beltran, SBOE Everman ISD
Street and Apt. No., or PO Box No.: P.O. Box 1196
City, State, ZIP+4®: Ft Worth TX 76102

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

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FORT WORTH TX 76137 OFFICIAL USE

| | | |
|---|---|---|
| Certified Mail Fee | $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | | |
| ☐ Return Receipt (hardcopy) | $ $0.00 | |
| ☐ Return Receipt (electronic) | $ $0.00 | Postmark Here |
| ☐ Certified Mail Restricted Delivery | $ $0.00 | |
| ☐ Adult Signature Required | $ $0.00 | |
| ☐ Adult Signature Restricted Delivery | $ | |
| Postage | $0.47 | 12/01/2016 |
| Total Postage and Fees | $6.47 | |

Sent To: Dr. Matt Krause - NWISD
Street and Apt. No., or PO Box No.: 6624 N. Riverside Dr. Ste 330
City, State, ZIP+4®: Ft Worth TX 76137

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 7881

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FORT WORTH TX 76108 OFFICIAL USE

| | | |
|---|---|---|
| Certified Mail Fee | $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | | |
| ☐ Return Receipt (hardcopy) | $ $1.10 | |
| ☐ Return Receipt (electronic) | $ $0.00 | Postmark Here |
| ☐ Certified Mail Restricted Delivery | $ $0.00 | |
| ☐ Adult Signature Required | $ $0.00 | |
| ☐ Adult Signature Restricted Delivery | $ | |
| Postage | $0.47 | 12/01/2016 |
| Total Postage and Fees | $6.47 | |

Sent To: Mr. Randy Armstrong, Weatherford Settlement ISD
Street and Apt. No., or PO Box No.: 401 S. Cherry Lane
City, State, ZIP+4®: Ft. Worth TX 76107

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

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FORT WORTH, TX 76177 — OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) | $2.70 $0.00 |
| ☐ Return Receipt (electronic) | $0.00 |
| ☐ Certified Mail Restricted Delivery | $0.00 |
| ☐ Adult Signature Required | $0.00 |
| ☐ Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240 09

Postmark Here

12/01/2016

7016 0910 0001 5329 7997

Sent To: Mr. Mark Schlutz, President NLISD
Street and Apt. No., or PO Box No.: PO Box 71070
City, State, ZIP+4®: Ft Worth TX 76177

PS Form 3800, April 2015 PSN 7530-02-000-9047 — See Reverse for Instructions

## U.S. Postal Service™ CERTIFIED MAIL® RECEIPT
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LEWISVILLE, TX 75067 — OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) | $2.70 $0.00 |
| ☐ Return Receipt (electronic) | $0.00 |
| ☐ Certified Mail Restricted Delivery | $0.00 |
| ☐ Adult Signature Required | $0.00 |
| ☐ Adult Signature Restricted Delivery | $0.00 |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240 09

Postmark Here

12/01/2016

7016 0600 0000 5141 9138

Sent To: Dr Kevin Rogers, Superintendent Lewisville ISD
Street and Apt. No., or PO Box No.: 1565 W Main St
City, State, ZIP+4®: Lewisville Tx 75067

PS Form 3800, April 2015 PSN 7530-02-000-9047 — See Reverse for Instructions

## U.S. Postal Service™ CERTIFIED MAIL® RECEIPT
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WACO, TX 76706 — OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) | $2.70 $0.00 |
| ☐ Return Receipt (electronic) | $0.00 |
| ☐ Certified Mail Restricted Delivery | $0.00 |
| ☐ Adult Signature Required | $0.00 |
| ☐ Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240 09

Postmark Here

12/01/2016

7016 0910 0001 5329 7812

Sent To: Ms. Sue Melton-Malone SBOE NLISD
Street and Apt. No., or PO Box No.: 125 E. Dawn
City, State, ZIP+4®: Robinson TX 76706

PS Form 3800, April 2015 PSN 7530-02-000-9047 — See Reverse for Instructions

## U.S. Postal Service™ CERTIFIED MAIL® RECEIPT
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WEATHERFORD, TX 76086 — OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) | $2.70 $0.00 |
| ☐ Return Receipt (electronic) | $0.00 |
| ☐ Certified Mail Restricted Delivery | $0.00 |
| ☐ Adult Signature Required | $0.00 |
| ☐ Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240 09

Postmark Here

12/01/2016

7016 0910 0001 5329 8000

Sent To: Ms. Patricia Hardy, SBOE NLISD
Street and Apt. No., or PO Box No.: 400 N. Elm
City, State, ZIP+4®: [illegible] 76086

See Reverse for Instructions

## U.S. Postal Service™ CERTIFIED MAIL® RECEIPT
Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

NORTH RICHLAND HILLS, TX 76182 — OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) | $2.70 $0.00 |
| ☐ Return Receipt (electronic) | $0.00 |
| ☐ Certified Mail Restricted Delivery | $0.00 |
| ☐ Adult Signature Required | $0.00 |
| ☐ Adult Signature Restricted Delivery | $0.00 |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240 09

Postmark Here

12/01/2016

7016 0910 0001 5329 7829

Sent To: Senator Kelly Hancock - NLISD
Street and Apt. No., or PO Box No.: 9121 Belshire Dr. Ste 200
City, State, ZIP+4®: N. Richland Hills TX 76182

PS Form 3800, April 2015 PSN 7530-02-000-9047 — See Reverse for Instructions

## U.S. Postal Service™ CERTIFIED MAIL® RECEIPT
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For delivery information, visit our website at www.usps.com®.

GRAPEVINE, TX 76051 — OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) | $2.70 $0.00 |
| ☐ Return Receipt (electronic) | $0.00 |
| ☐ Certified Mail Restricted Delivery | $0.00 |
| ☐ Adult Signature Required | $0.00 |
| ☐ Adult Signature Restricted Delivery | $0.00 |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240 09

Postmark Here

12/01/2016

7016 0910 0001 5329 7836

Sent To: Senator Jane Nelson - NLISD
Street and Apt. No., or PO Box No.: 1225 S. Main St. Ste 100
City, State, ZIP+4®: Grapevine TX 76051

PS Form 3800, April 2015 PSN 7530-02-000-9047 — See Reverse for Instructions

7016 0910 0001 5329 7980

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FORT WORTH TX 76177

OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) | $0.00 |
| ☐ Return Receipt (electronic) | $0.00 |
| ☐ Certified Mail Restricted Delivery | $0.00 |
| ☐ Adult Signature Required | $0.00 |
| ☐ Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240
09

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12/01/2016

Sent To: Dr. Ruder Warren, Superintendent NW ISD
Street and Apt. No., or PO Box No.: PO Box 77070
City, State, ZIP+4®: Ft. Worth, TX 76177

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 8895

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DALLAS TX 75232

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|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) | $0.00 |
| ☐ Return Receipt (electronic) | $0.00 |
| ☐ Certified Mail Restricted Delivery | $0.00 |
| ☐ Adult Signature Required | $0.00 |
| ☐ Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240
09

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12/01/2016

Sent To: Senator Royce West, Duncanville ISD
Street and Apt. No., or PO Box No.: 5787 S. Hampton Rd. Ste 385
City, State, ZIP+4®: Dallas, TX 75232

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 7768

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KELLER TX 76244

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|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) | $0.00 |
| ☐ Return Receipt (electronic) | $0.00 |
| ☐ Certified Mail Restricted Delivery | $0.00 |
| ☐ Adult Signature Required | $0.00 |
| ☐ Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240
09

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12/01/2016

Sent To: Rep. Giovanni Capriglione - Keller ISD
Street and Apt. No., or PO Box No.: P.O. Box 770
City, State, ZIP+4®: Keller, TX 76244

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 7973

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FORT WORTH TX 76114

OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) | $0.00 |
| ☐ Return Receipt (electronic) | $0.00 |
| ☐ Certified Mail Restricted Delivery | $0.00 |
| ☐ Adult Signature Required | $0.00 |
| ☐ Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240
09

Postmark Here

12/01/2016

Sent To: Rep. Charlie Geren, Lake Worth ISD
Street and Apt. No., or PO Box No.: 1011 Roberts Cutoff
City, State, ZIP+4®: River Oaks, TX 76114

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 8666

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WEATHERFORD TX 76086

OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) | $0.00 |
| ☐ Return Receipt (electronic) | $0.00 |
| ☐ Certified Mail Restricted Delivery | $0.00 |
| ☐ Adult Signature Required | $0.00 |
| ☐ Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240
09

Postmark Here

12/01/2016

Sent To: Ms. Patricia Hardy, SBOE, White Settlement ISD
Street and Apt. No., or PO Box No.: 908 N. Elm
City, State, ZIP+4®: Weatherford, TX 76086

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 7805

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FORT WORTH, TX 76102

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| | |
|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) | $0.00 |
| ☐ Return Receipt (electronic) | $0.00 |
| ☐ Certified Mail Restricted Delivery | $0.00 |
| ☐ Adult Signature Required | $0.00 |
| ☐ Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240
09

Postmark Here

12/01/2016

Sent To: Senator Konni Burton, Kennedale ISD
Street and Apt. No., or PO Box No.: 933 W. Weatherford St. Ste 203
City, State, ZIP+4®: Ft. Worth, TX 76102

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

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DALLAS TX 75232 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) | $0.00 |
| ☐ Return Receipt (electronic) | $0.00 |
| ☐ Certified Mail Restricted Delivery | $0.00 |
| ☐ Adult Signature Required | $0.00 |
| ☐ Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240 09

Postmark Here

12/01/2016

Sent To: Rep. Yvonne Davis - DeSoto ISD
Street and Apt. No., or PO Box No.: 5787 S. Hampton 12d. Ste 447
City, State, ZIP+4®: Dallas TX 75232

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 8857

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FORT WORTH TX 76102 OFFICIAL USE

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|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) | $0.00 |
| ☐ Return Receipt (electronic) | $0.00 |
| ☐ Certified Mail Restricted Delivery | $0.00 |
| ☐ Adult Signature Required | $0.00 |
| ☐ Adult Signature Restricted Delivery | $0.00 |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240 09

Postmark Here

12/01/2016

Sent To: Ms. Erika Beltran, ISD E DeSoto ISD
Street and Apt. No., or PO Box No.: PO Box 17196
City, State, ZIP+4®: Fort Worth, TX 76102

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 8826

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DUNCANVILLE TX 75137 OFFICIAL USE

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|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) | $1.00 |
| ☐ Return Receipt (electronic) | $0.00 |
| ☐ Certified Mail Restricted Delivery | $0.00 |
| ☐ Adult Signature Required | $0.00 |
| ☐ Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240 09

Postmark Here

12/01/2016

Sent To: Mr. Elijah Granger, President Duncanville ISD
Street and Apt. No., or PO Box No.: 710 S Cedar Ridge Dr.
City, State, ZIP+4®: Duncanville TX 75137

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 8871

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|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) | $1.00 |
| ☐ Return Receipt (electronic) | $0.00 |
| ☐ Certified Mail Restricted Delivery | $0.00 |
| ☐ Adult Signature Required | $0.00 |
| ☐ Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240 09

Postmark Here

12/01/2016

Sent To: Dr. Marc Smith, Superintendent Duncanville ISD
Street and Apt. No., or PO Box No.: 710 S. Cedar Ridge Dr.
City, State, ZIP+4®: Duncanville TX 75137

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 8864

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FORT WORTH TX 76102 OFFICIAL USE

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|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) | $0.00 |
| ☐ Return Receipt (electronic) | $0.00 |
| ☐ Certified Mail Restricted Delivery | $0.00 |
| ☐ Adult Signature Required | $0.00 |
| ☐ Adult Signature Restricted Delivery | $0.00 |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240 09

Postmark Here

12/01/2016

Sent To: Ms. Erika Beltran, ISD E Duncanville ISD
Street and Apt. No., or PO Box No.: P.O. Box 17196
City, State, ZIP+4®: Fort Worth TX 76102

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 8888

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DALLAS TX 75232 OFFICIAL USE

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|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) | $0.00 |
| ☐ Return Receipt (electronic) | $0.00 |
| ☐ Certified Mail Restricted Delivery | $0.00 |
| ☐ Adult Signature Required | $0.00 |
| ☐ Adult Signature Restricted Delivery | $0.00 |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240 09

Postmark Here

12/01/2016

Sent To: Senator Royce West DeSoto ISD
Street and Apt. No., or PO Box No.: 5787 S. Hampton Rd, Ste 385
City, State, ZIP+4®: Dallas TX 75232

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 8833

7016 0910 0001 5329 8918

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FERRIS, TX 75125

OFFICIAL USE

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|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $2.70 $0.00 | Postmark Here |
| ☐ Return Receipt (electronic) $0.00 | |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | 12/01/2016 |
| Total Postage and Fees $6.47 | |

Sent To: Mr. James Hartman, Superintendent Ferris ISD
Street and Apt. No., or PO Box No.: 303 E. 5th St.
City, State, ZIP+4®: Ferris, TX 75125

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 8901

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DALLAS, TX 75232

OFFICIAL USE

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|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $2.70 $0.00 | Postmark Here |
| ☐ Return Receipt (electronic) $0.00 | |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | 12/01/2016 |
| Total Postage and Fees $6.47 | |

Sent To: Hon Yvonne Davis, Dunlavine, DD
Street and Apt. No., or PO Box No.: 5787 Hampton Rd, Ste 447
City, State, ZIP+4®: Dallas TX 75232

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 8932

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FORT WORTH, TX 76102

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| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $2.70 $0.00 | Postmark Here |
| ☐ Return Receipt (electronic) $0.00 | |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | 12/01/2016 |
| Total Postage and Fees $6.47 | |

Sent To: Ms. Erika Beltran YISD E Ferris ISD
Street and Apt. No., or PO Box No.: P.O. Box 17196
City, State, ZIP+4®: Fort Worth, TX 76102

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 8925

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FERRIS, TX 75125

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|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $2.70 $0.00 | Postmark Here |
| ☐ Return Receipt (electronic) $0.00 | |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | 12/01/2016 |
| Total Postage and Fees $6.47 | |

Sent To: Mr. Thomas Griffith, President Ferris ISD
Street and Apt. No., or PO Box No.: 303 E. 5th St.
City, State, ZIP+4®: Ferris TX 75125

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0600 0000 5141 9237

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| Certified Mail Fee -- | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $2.70 $0.00 | Postmark Here |
| ☐ Return Receipt (electronic) $0.00 | |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ $0.00 | |
| Postage $0.47 | 12/01/2016 Lewisville ISD |
| Total Postage and Fees $6.47 | |

Sent To: Representative Matt Rinaldi
Street and Apt. No., or PO Box No.: 12300 Ford Rd Suit B348
City, State, ZIP+4®: Dallas TX 75234

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 8949

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WACO, TX 76706

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| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $2.70 $0.00 | Postmark Here |
| ☐ Return Receipt (electronic) $0.00 | |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ $0.00 | |
| Postage $0.47 | 12/01/2016 |
| Total Postage and Fees $6.47 | |

Sent To: Ms. Sue Melton-Malone, YISD E Ferris ISD
Street and Apt. No., or PO Box No.: 125 E. Dawn
City, State, ZIP+4®: Rhoinel TX 76706

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0600 0000 5141 9183

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GRAPEVINE, TX 76051 OFFICIAL USE

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|---|---|---|
| Certified Mail Fee | $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | | |
| ☐ Return Receipt (hardcopy) | $ $0.00 | |
| ☐ Return Receipt (electronic) | $ $0.00 | Postmark Here |
| ☐ Certified Mail Restricted Delivery | $ $0.00 | |
| ☐ Adult Signature Required | $ $0.00 | |
| ☐ Adult Signature Restricted Delivery | $ | |
| Postage | $0.47 | |
| Total Postage and Fees | $6.47 | 12/01/2016 |

Sent To: Senator Jane Nelson Lewisville ISD
Street and Apt. No., or PO Box No.: 1225 S. Main St Suite 100
City, State, ZIP+4®: Grapevine TX 76051

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0600 0000 5141 9190

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DALLAS, TX 75225 OFFICIAL USE

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|---|---|---|
| Certified Mail Fee | $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | | |
| ☐ Return Receipt (hardcopy) | $ $0.00 | |
| ☐ Return Receipt (electronic) | $ $0.00 | Postmark Here |
| ☐ Certified Mail Restricted Delivery | $ $0.00 | |
| ☐ Adult Signature Required | $ $0.00 | |
| ☐ Adult Signature Restricted Delivery | $ | |
| Postage | $0.47 | |
| Total Postage and Fees | $6.47 | 12/01/2016 |

Sent To: Senator Don Huffines Lewisville ISD
Street and Apt. No., or PO Box No.: 8222 Douglas Avenue, Suite 675
City, State, ZIP+4®: Dallas Tx 75225

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0600 0000 5141 9213

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CARROLLTON, TX 75007 OFFICIAL USE

| | | |
|---|---|---|
| Certified Mail Fee | $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | | |
| ☐ Return Receipt (hardcopy) | $ $0.00 | |
| ☐ Return Receipt (electronic) | $ $0.00 | Postmark Here |
| ☐ Certified Mail Restricted Delivery | $ $0.00 | |
| ☐ Adult Signature Required | $ $0.00 | |
| ☐ Adult Signature Restricted Delivery | $ | |
| Postage | $0.47 | |
| Total Postage and Fees | $6.47 | 12/01/2016 |

Sent To: Representative Ron Simmons Lewisville ISD
Street and Apt. No., or PO Box No.: 1029 W. Rosemeade Pkwy Suite 108
City, State, ZIP+4®: Carrollton Tx 75007

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0600 0000 5141 9169

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WACO, TX 76706 OFFICIAL USE

| | | |
|---|---|---|
| Certified Mail Fee | $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | | |
| ☐ Return Receipt (hardcopy) | $ $0.00 | |
| ☐ Return Receipt (electronic) | $ $0.00 | Postmark Here |
| ☐ Certified Mail Restricted Delivery | $ $0.00 | |
| ☐ Adult Signature Required | $ $0.00 | |
| ☐ Adult Signature Restricted Delivery | $ | |
| Postage | $0.47 | |
| Total Postage and Fees | $6.47 | 12/01/2016 Lewisville ISD |

Sent To: Ms Sue Melton-Malone SBOE
Street and Apt. No., or PO Box No.: 125 E Dawn
City, State, ZIP+4®: Robinson Tx 76706

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0600 0000 5141 9176

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WEATHERFORD, TX 76086 OFFICIAL USE

| | | |
|---|---|---|
| Certified Mail Fee | $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | | |
| ☐ Return Receipt (hardcopy) | $ $0.00 | |
| ☐ Return Receipt (electronic) | $ $0.00 | Postmark Here |
| ☐ Certified Mail Restricted Delivery | $ $0.00 | |
| ☐ Adult Signature Required | $ $0.00 | |
| ☐ Adult Signature Restricted Delivery | $ | |
| Postage | $0.47 | |
| Total Postage and Fees | $6.47 | 12/01/2016 Lewisville ISD |

Sent To: Ms. Patricia Hardy SBOE
Street and Apt. No., or PO Box No.: 900 North Elm
City, State, ZIP+4®: Weatherford Tx 76086

PS Form 3800, April 2015 PSN 7530-02-000-9047

7016 0600 0000 5141 9213

**U.S. Postal Service™**
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FLOWER MOUND, TX 75028 OFFICIAL USE

| | | |
|---|---|---|
| Certified Mail Fee | $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | | |
| ☐ Return Receipt (hardcopy) | $ $0.00 | |
| ☐ Return Receipt (electronic) | $ $0.00 | Postmark Here |
| ☐ Certified Mail Restricted Delivery | $ $0.00 | |
| ☐ Adult Signature Required | $ $0.00 | |
| ☐ Adult Signature Restricted Delivery | $ | |
| Postage | $0.47 | |
| Total Postage and Fees | $6.47 | 12/01/2016 |

Sent To: Representative Tan Parker Lewisville ISD
Street and Apt. No., or PO Box No.: 800 Parker Square Ste. 245
City, State, ZIP+4®: Flower Mound Tx 75028

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

U.S. Postal Service
CERTIFIED MAIL® RECEIPT
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FORT WORTH, TX 76109

OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | $2.70 |
| ☐ Return Receipt (hardcopy) | $0.00 |
| ☐ Return Receipt (electronic) | $0.00 |
| ☐ Certified Mail Restricted Delivery | $0.00 |
| ☐ Adult Signature Required | $0.00 |
| ☐ Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240
09

Postmark Here

12/01/2016

Sent To: Rep. Craig Goldman Aledo ISD
Street and Apt. No., or PO Box No.: 4521 So. Hulen St. Ste 308
City, State, ZIP+4®: Fort Worth, TX 76109

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 7706

U.S. Postal Service
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KELLER, TX 76248

OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | $2.70 |
| ☐ Return Receipt (hardcopy) | $0.00 |
| ☐ Return Receipt (electronic) | $0.00 |
| ☐ Certified Mail Restricted Delivery | $0.00 |
| ☐ Adult Signature Required | $0.00 |
| ☐ Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240
09

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12/01/2016

Sent To: Mr. Craig Allen President Keller ISD
Street and Apt. No., or PO Box No.: 350 Keller Pkwy
City, State, ZIP+4®: Keller, TX 76248

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

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WICHITA FALLS, TX 76308

OFFICIAL USE

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|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | $2.70 |
| ☐ Return Receipt (hardcopy) | $0.00 |
| ☐ Return Receipt (electronic) | $0.00 |
| ☐ Certified Mail Restricted Delivery | $0.00 |
| ☐ Adult Signature Required | $0.00 |
| ☐ Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240
09

Postmark Here

12/01/2016

Sent To: Senator Craig Estes, Aledo ISD
Street and Apt. No., or PO Box No.: 2525 Kell Blvd. Ste 302
City, State, ZIP+4®: Wichita Falls, TX 76308

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5330 1729

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WEATHERFORD, TX 76086

OFFICIAL USE

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|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | $2.70 |
| ☐ Return Receipt (hardcopy) | $0.00 |
| ☐ Return Receipt (electronic) | $0.00 |
| ☐ Certified Mail Restricted Delivery | $0.00 |
| ☐ Adult Signature Required | $0.00 |
| ☐ Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240
09

Postmark Here

12/01/2016

Sent To: Rep. Phil King Aledo ISD
Street and Apt. No., or PO Box No.: 210 Fortworth Hwy
City, State, ZIP+4®: Weatherford, TX 76086

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

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WEATHERFORD, TX 76086

OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | $2.70 |
| ☐ Return Receipt (hardcopy) | $0.00 |
| ☐ Return Receipt (electronic) | $0.00 |
| ☐ Certified Mail Restricted Delivery | $0.00 |
| ☐ Adult Signature Required | $0.00 |
| ☐ Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240
09

Postmark Here

12/01/2016

Sent To: Mrs. Patricia Hardy SBOE Aledo I.S.D.
Street and Apt. No., or PO Box No.: 700 North Elm. 1
City, State, ZIP+4®: Weatherford, TX 76086

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5330 1804

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FORT WORTH, TX 76102

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| | |
|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | $2.70 |
| ☐ Return Receipt (hardcopy) | $0.00 |
| ☐ Return Receipt (electronic) | $0.00 |
| ☐ Certified Mail Restricted Delivery | $0.00 |
| ☐ Adult Signature Required | $0.00 |
| ☐ Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240
09

Postmark Here

12/01/2016

Sent To: Senator Konni Burton Aledo, ISD
Street and Apt. No., or PO Box No.: 933 West Weatherford St. Ste. 203
City, State, ZIP+4®: Fort Worth, TX 76102

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

FLAT FEES FROM ATTY

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GODLEY, TX 76044
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|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $2.70 $0.00 | Postmark Here |
| ☐ Return Receipt (electronic) $0.00 | |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | 12/01/2016 |
| Total Postage and Fees $6.47 | |

Sent To: Mr. Matt McKittrick, President Godley ISD
Street and Apt. No., or PO Box No.: 313 N. Parson
City, State, ZIP+4®: Godley TX 76044

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 7652

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|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $2.70 $1.10 | Postmark Here |
| ☐ Return Receipt (electronic) $0.00 | |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | 12/01/2016 |
| Total Postage and Fees $6.47 | |

Sent To: Dr. Rich Dear, Superintendent Godley ISD
Street and Apt. No., or PO Box No.: 313 N. Parson
City, State, ZIP+4®: Godley TX 76044

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

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WACO, TX 76701
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|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $2.70 $0.00 | Postmark Here |
| ☐ Return Receipt (electronic) $0.00 | |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | 12/01/2016 |
| Total Postage and Fees $6.47 | |

Sent To: Dr. Brian Birdwell, Godley ISD
Street and Apt. No., or PO Box No.: 900 Austin Ave. Ste 500
City, State, ZIP+4®: Waco TX 76701

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 7676

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|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $2.70 $0.00 | Postmark Here |
| ☐ Return Receipt (electronic) $0.00 | |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | 12/01/2016 |
| Total Postage and Fees $6.47 | |

Sent To: Ms. Sue Melton-Malone, SBOE Godley ISD
Street and Apt. No., or PO Box No.: 25 E. Dawn
City, State, ZIP+4®: Johnson TX 76701

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 7669

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KELLER, TX 76248
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| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $2.70 $0.00 | Postmark Here |
| ☐ Return Receipt (electronic) $0.00 | |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $0.00 | |
| Postage $0.47 | 12/01/2016 |
| Total Postage and Fees $6.47 | |

Sent To: Dr. Randy Reid, Superintendent Keller ISD
Street and Apt. No., or PO Box No.: 350 Keller Pkwy
City, State, ZIP+4®: Keller, TX 76248

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 7690

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CLEBURNE, TX 76033
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| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $2.70 $0.00 | Postmark Here |
| ☐ Return Receipt (electronic) $0.00 | |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | 12/01/2016 |
| Total Postage and Fees $6.47 | |

Sent To: Rep. DeWayne Burns, Godley ISD
Street and Apt. No., or PO Box No.: 115 S. Main St. 202
City, State, ZIP+4®: Cleburne, TX 76033

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 7683

7016 0910 0001 5329 7553

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FORT WORTH, TX 76114

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| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $0.00 | Postmark Here |
| ☐ Return Receipt (electronic) $0.00 | |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | |
| Total Postage and Fees $6.47 | 12/01/2016 |

Sent To: Rep Charlie Geren - Eagle Mt Saginaw ISD
Street and Apt. No., or PO Box No.: 101 Roberts Cutoff
City, State, ZIP+4®: River Oaks, TX 76114

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 7560

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| Certified Mail Fee $ | |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $ | Postmark Here |
| ☐ Return Receipt (electronic) $ | DEC - 1 2016 |
| ☐ Certified Mail Restricted Delivery $ | |
| ☐ Adult Signature Required $ | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $ | |
| Total Postage and Fees $ | |

Sent To: Rep Matt Krause - Eagle Mt Saginaw ISD
Street and Apt. No., or PO Box No.: 1624 N Riverside Dr, Ste 330
City, State, ZIP+4®: Ft. Worth, TX 76137

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 7614

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| Certified Mail Fee $ | |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $ | Postmark Here |
| ☐ Return Receipt (electronic) $ | DEC - 1 2016 |
| ☐ Certified Mail Restricted Delivery $ | |
| ☐ Adult Signature Required $ | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $ | |
| Total Postage and Fees $6.47 | |

Sent To: Sen Kenni Burton, Everman ISD
Street and Apt. No., or PO Box No.: 933 W Weatherford St. Ste 203
City, State, ZIP+4®: Ft. Worth, TX 76102

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 7577

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FORT WORTH, TX 76140

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| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $0.00 | Postmark Here |
| ☐ Return Receipt (electronic) $0.00 | |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | |
| Total Postage and Fees $6.47 | 12/01/2016 |

Sent To: Mr. Curtis Arnos, Superintendent Everman ISD
Street and Apt. No., or PO Box No.: 108 Townley Dr.
City, State, ZIP+4®: Everman, TX 76140

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 7621

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| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $ | Postmark Here |
| ☐ Return Receipt (electronic) $ | DEC - 1 2016 |
| ☐ Certified Mail Restricted Delivery $ | |
| ☐ Adult Signature Required $ | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $ | |
| Total Postage and Fees $ | |

Sent To: Rep Nicole Collier - Everman ISD
Street and Apt. No., or PO Box No.: 101 S. Jennings, STE. 103A
City, State, ZIP+4®: Ft. Worth, TX 76104

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

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ARLINGTON, TX 76017

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| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $0.00 | Postmark Here |
| ☐ Return Receipt (electronic) $0.00 | |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | |
| Total Postage and Fees $6.47 | 12/01/2016 |

Sent To: Rep William Zedler - Everman ISD
Street and Apt. No., or PO Box No.: 5340 W I-20 Ste 110
City, State, ZIP+4®: Arlington, TX 76017

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

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CLEBURNE, TX 76033

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Extra Services & Fees (check box, add fee as appropriate)
- Return Receipt (hardcopy) $2.70 $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $0.47

Total Postage and Fees $6.47

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12/01/2016

Sent To Rep DeWayne Burns Crowley ISD
Street and Apt. No., or PO Box No. 1155 Main Suite 202
City, State, ZIP+4® Cleburne TX 76033

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

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ARLINGTON, TX 76017

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Extra Services & Fees (check box, add fee as appropriate)
- Return Receipt (hardcopy) $2.70 $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $0.47

Total Postage and Fees $6.47

0240
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Postmark Here

12/01/2016

Sent To Rep. Williams 'Bill' Zedler Crowley ISD
Street and Apt. No., or PO Box No. 5840 West Interstate 20, Suite # 110
City, State, ZIP+4® Arlington Tx 76017

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 8604

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FORT WORTH, TX 76102

OFFICIAL USE

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Extra Services & Fees (check box, add fee as appropriate)
- Return Receipt (hardcopy) $2.70 $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $0.47

Total Postage and Fees $6.47

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09

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12/01/2016 Crowley ISD

Sent To Senator Konnie Burton
Street and Apt. No., or PO Box No. 933 West Weatherford St. Suite 203
City, State, ZIP+4® Ft Worth Tx 76102

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 8567

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WACO, TX 76701

OFFICIAL USE

Certified Mail Fee $3.30
Extra Services & Fees (check box, add fee as appropriate)
- Return Receipt (hardcopy) $2.70 $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $0.47

Total Postage and Fees $6.47

0240
09

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12/01/2016

Sent To Senator Brian Birdwell Crowley ISD
Street and Apt. No., or PO Box No. 900 Austin Ave Suit 508
City, State, ZIP+4® Waco Tx 76701

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 8574

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FORT WORTH, TX 76140

OFFICIAL USE

Certified Mail Fee $3.30
Extra Services & Fees (check box, add fee as appropriate)
- Return Receipt (hardcopy) $2.70 $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $0.47

Total Postage and Fees $6.47

0240
09

Postmark Here

12/01/2016

Sent To Mr. Gary Balch, Trident Everman ISD
Street and Apt. No., or PO Box No. 108 Towne Dr.
City, State, ZIP+4® Everman, Tx 76140

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 7584

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WACO, TX 76706

OFFICIAL USE

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Extra Services & Fees (check box, add fee as appropriate)
- Return Receipt (hardcopy) $2.70 $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $0.47

Total Postage and Fees $6.47

0240
09

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12/01/2016 Crowley ISD

Sent To Ms. Sue Melton-Malone SBOE
Street and Apt. No., or PO Box No. 125 E Dunn
City, State, ZIP+4® Robinson TX 76706

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 8543

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FORT WORTH, TX 76102 OFFICIAL USE

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| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $0.00 | Postmark Here |
| ☐ Return Receipt (electronic) $0.00 | |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | |
| Total Postage and Fees $6.47 | 12/01/2016 |

Sent To: Ms. Erika Beltran, SBOE
Street and Apt. No., or PO Box No.: P.O. Box 1196
City, State, ZIP+4®: Ft. Worth, Tx 76102

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 7515

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FORT WORTH, TX 76102 OFFICIAL USE

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| ☐ Return Receipt (hardcopy) $0.00 | Postmark Here |
| ☐ Return Receipt (electronic) $0.00 | |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | |
| Total Postage and Fees $6.47 | 12/01/2016 |

Sent To: Ms. Kenn Barton, Eagle Mt. Saginaw ISD
Street and Apt. No., or PO Box No.: 933 W. Weatherford St., Suite 203
City, State, ZIP+4®: Ft. Worth, TX 76102

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 7522

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ARLINGTON, TX 76010 OFFICIAL USE

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| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $0.00 | Postmark Here |
| ☐ Return Receipt (electronic) $0.00 | |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | |
| Total Postage and Fees $6.47 | 12/01/2016 |

Sent To: Rep. Chris Turner, Crowley ISD
Street and Apt. No., or PO Box No.: 1600 E. Pioneer Parkway, Suite 515
City, State, ZIP+4®: Arlington, Tx 76010

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

70 0910 0001 5329 8635

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WEATHERFORD, TX 76086 OFFICIAL USE

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| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $0.00 | Postmark Here |
| ☐ Return Receipt (electronic) $0.00 | |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | |
| Total Postage and Fees $6.47 | 12/01/2016 |

Sent To: Ms. Patricia Hardy, SBOE, Eagle Mt. Saginaw ISD
Street and Apt. No., or PO Box No.: 400 N. Elm
City, State, ZIP+4®: Weatherford, TX 76086

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 7904

## U.S. Postal Service™ CERTIFIED MAIL® RECEIPT
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FORT WORTH, TX 76179 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $0.00 | Postmark Here |
| ☐ Return Receipt (electronic) $0.00 | |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | |
| Total Postage and Fees $6.47 | 12/01/2016 Eagle Mountain |

Sent To: Dr. Jim Chadwell, Superintendent, Saginaw ISD
Street and Apt. No., or PO Box No.: 1200 Old Decatur Rd
City, State, ZIP+4®: Fort Worth 76179

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 8659

## U.S. Postal Service™ CERTIFIED MAIL® RECEIPT
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FORT WORTH, TX 76179 OFFICIAL USE

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|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $0.00 | Postmark Here |
| ☐ Return Receipt (electronic) $0.00 | |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | |
| Total Postage and Fees $6.47 | 12/01/2016 Eagle Mt. |

Sent To: Mr. Steven G. Newsom, President, Saginaw ISD
Street and Apt. No., or PO Box No.: 1200 Old Decatur Rd.
City, State, ZIP+4®: Ft. Worth, TX 76179

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 7898

## U.S. Postal Service™ CERTIFIED MAIL® RECEIPT
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WEATHERFORD, TX 76086 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $0.00 | |
| ☐ Return Receipt (electronic) $0.00 | Postmark Here |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | |
| Total Postage and Fees $6.47 | 12/01/2016 |

Sent To: Ms. Patricia Hardy, Supt. Keller ISD
Street and Apt. No., or PO Box No.: 100 N. Elm
City, State, ZIP+4®: Weatherford, TX 76086

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 7843

## U.S. Postal Service™ CERTIFIED MAIL® RECEIPT
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For delivery information, visit our website at www.usps.com®.

FLOWER MOUND, TX 75028 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $0.00 | |
| ☐ Return Receipt (electronic) $0.00 | Postmark Here |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | |
| Total Postage and Fees $6.47 | 12/01/2016 |

Sent To: Rep. Tan Parker - NW ISD
Street and Apt. No., or PO Box No.: 800 Parker Sq. Ste 245
City, State, ZIP+4®: Flower Mound, TX 75028

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 7720

## U.S. Postal Service™ CERTIFIED MAIL® RECEIPT
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For delivery information, visit our website at www.usps.com®.

NORTH RICHLAND HILLS, TX 76182 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $0.00 | |
| ☐ Return Receipt (electronic) $0.00 | Postmark Here |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | |
| Total Postage and Fees $6.47 | 12/01/2016 |

Sent To: Sen. Kelly Hancock Keller ISD
Street and Apt. No., or PO Box No.:

7016 0910 0001 5329 7751

## U.S. Postal Service™ CERTIFIED MAIL® RECEIPT
Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

FORT WORTH, TX 76137 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $0.00 | |
| ☐ Return Receipt (electronic) $0.00 | Postmark Here |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | |
| Total Postage and Fees $6.47 | 12/01/2016 |

Sent To: Rep. Matt Krause - Keller ISD
Street and Apt. No., or PO Box No.:

7016 0910 0001 5329 7737

## U.S. Postal Service™ CERTIFIED MAIL® RECEIPT
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FORT WORTH, TX 76102 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $0.00 | |
| ☐ Return Receipt (electronic) $0.00 | Postmark Here |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | |
| Total Postage and Fees $6.47 | 12/01/2016 |

Sent To: Sen. Konni Burton - Keller ISD
Street and Apt. No., or PO Box No.: 933 W. Weatherford St. Ste 203
City, State, ZIP+4®: Ft. Worth, TX 76102

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 7744

## U.S. Postal Service™ CERTIFIED MAIL® RECEIPT
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For delivery information, visit our website at www.usps.com®.

NORTH RICHLAND HILLS, TX 76180 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $0.00 | |
| ☐ Return Receipt (electronic) $0.00 | Postmark Here |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | |
| Total Postage and Fees $6.47 | 12/01/2016 |

Sent To: Rep. Stephanie Klick Keller ISD
Street and Apt. No., or PO Box No.: 6351 NE Loop 820
City, State, ZIP+4®: N. Richland Hills, TX 76180

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

## CERTIFIED MAIL® RECEIPT
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DALLAS TX 75216

OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | $2.70 |
| Return Receipt (hardcopy) | $0.00 |
| Return Receipt (electronic) | $0.00 |
| Certified Mail Restricted Delivery | $0.00 |
| Adult Signature Required | $0.00 |
| Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240 09

Postmark Here

12/01/2016

Sent To: Rep. Toni Rose Mesquite ISD
Street and Apt. No., or PO Box No.: 3730 South Lancaster Rd. Ste. 140
City, State, ZIP+4®: Dallas TX 75216

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 8277

## CERTIFIED MAIL® RECEIPT
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For delivery information, visit our website at www.usps.com®.

GARLAND TX 75043

OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | $2.70 |
| Return Receipt (hardcopy) | $0.00 |
| Return Receipt (electronic) | $0.00 |
| Certified Mail Restricted Delivery | $0.00 |
| Adult Signature Required | $0.00 |
| Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240 09

Postmark Here

12/01/2016

Sent To: Rep. Cindy Burkett Mesquite ISD
Street and Apt. No., or PO Box No.: 3200 Broadway, Ste. 240
City, State, ZIP+4®: Garland Tx 75043

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

## U.S. Postal Service™ CERTIFIED MAIL® RECEIPT
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FORT WORTH TX 76102

OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | $2.70 |
| Return Receipt (hardcopy) | $0.00 |
| Return Receipt (electronic) | $0.00 |
| Certified Mail Restricted Delivery | $0.00 |
| Adult Signature Required | $0.00 |
| Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240 09

Postmark Here

12/01/2016

Sent To: Senator Konni Burton Castleberry
Street and Apt. No., or PO Box No.: 933 West Weatherford St. Suite 203
City, State, ZIP+4®: Fort Worth Tx 76102

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 8468

## U.S. Postal Service™ CERTIFIED MAIL® RECEIPT
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GRAPEVINE TX 76051

OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | $2.70 |
| Return Receipt (hardcopy) | $0.00 |
| Return Receipt (electronic) | $0.00 |
| Certified Mail Restricted Delivery | $0.00 |
| Adult Signature Required | $0.00 |
| Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240 09

Postmark Here

12/01/2016

Sent To: Senator Jane Nelson Castleberry ISD
Street and Apt. No., or PO Box No.: 1225 S Main St Suite 100
City, State, ZIP+4®: Grapevine Tx 76051

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

## U.S. Postal Service™ CERTIFIED MAIL® RECEIPT
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FORT WORTH TX 76114

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|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | $2.70 |
| Return Receipt (hardcopy) | $0.00 |
| Return Receipt (electronic) | $0.00 |
| Certified Mail Restricted Delivery | $0.00 |
| Adult Signature Required | $0.00 |
| Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240 09

Postmark Here

12/01/2016 Castleberry ISD

Sent To: Mr. John Ramos, Superintendent
Street and Apt. No., or PO Box No.: 5228 Ohio Garden
City, State, ZIP+4®: Fort Worth Tx 76114

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 9366

## U.S. Postal Service™ CERTIFIED MAIL® RECEIPT
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FORT WORTH TX 76114

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| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | $2.70 |
| Return Receipt (hardcopy) | $0.00 |
| Return Receipt (electronic) | $0.00 |
| Certified Mail Restricted Delivery | $0.00 |
| Adult Signature Required | $0.00 |
| Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240 09

Postmark Here

12/01/2016 Castleberry ISD

Sent To: Mr. David Holder, Board President
Street and Apt. No., or PO Box No.: 5228 Ohio Garden
City, State, ZIP+4®: Fort Worth Tx 76114

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5330 1670

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| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | $2.70 |
| ☐ Return Receipt (hardcopy) | $1.10 |
| ☐ Return Receipt (electronic) | $0.00 |
| ☐ Certified Mail Restricted Delivery | $0.00 |
| ☐ Adult Signature Required | $0.00 |
| ☐ Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

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12/01/2016

Sent To: Mr. Ray Lea, Superintendent Azle ISD
Street and Apt. No., or PO Box No.: 300 Roe St.
City, State, ZIP+4®: Azle, TX 76020

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5330 1687

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AZLE, TX 76020 OFFICIAL USE

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| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | $2.70 |
| ☐ Return Receipt (hardcopy) | $1.10 |
| ☐ Return Receipt (electronic) | $0.00 |
| ☐ Certified Mail Restricted Delivery | $0.00 |
| ☐ Adult Signature Required | $0.00 |
| ☐ Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240 09

Postmark Here

12/01/2016

Sent To: Mr. Bill Lane Board President Azle ISD
Street and Apt. No., or PO Box No.: 300 Roe St. Azle, TX 76020
City, State, ZIP+4®:

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 9162

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BURLESON, TX 76028 OFFICIAL USE

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| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | $2.70 |
| ☐ Return Receipt (hardcopy) | $0.00 |
| ☐ Return Receipt (electronic) | $0.00 |
| ☐ Certified Mail Restricted Delivery | $0.00 |
| ☐ Adult Signature Required | $0.00 |
| ☐ Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240 09

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12/01/2016 Burleson ISD

Sent To: Mr. Shawn Minor, Board President
Street and Apt. No., or PO Box No.: 1160 SW Wilshire Blvd
City, State, ZIP+4®: Burleson Tx 76028

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 9179

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WEATHERFORD, TX 76086 OFFICIAL USE

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|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | $2.70 |
| ☐ Return Receipt (hardcopy) | $0.00 |
| ☐ Return Receipt (electronic) | $0.00 |
| ☐ Certified Mail Restricted Delivery | $0.00 |
| ☐ Adult Signature Required | $0.00 |
| ☐ Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240 09

Postmark Here

12/01/2016 Burleson ISD

Sent To: Ms. Patricia Hardy, SBOE
Street and Apt. No., or PO Box No.: 900 North Elm
City, State, ZIP+4®: Weatherford Tx 760086

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 8284

**U.S. Postal Service™**
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RICHARDSON, TX 75081 OFFICIAL USE

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|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | $2.70 |
| ☐ Return Receipt (hardcopy) | $0.00 |
| ☐ Return Receipt (electronic) | $0.00 |
| ☐ Certified Mail Restricted Delivery | $0.00 |
| ☐ Adult Signature Required | $0.00 |
| ☐ Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240 09

Postmark Here

12/01/2016 Richardson ISD

Sent To: Dr Jeannie Stone, Interim Superintendent
Street and Apt. No., or PO Box No.: 400 S. Greenville Ave
City, State, ZIP+4®: Richardson Tx 75081

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 9168

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BURLESON, TX 76028 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | $2.70 |
| ☐ Return Receipt (hardcopy) | $0.00 |
| ☐ Return Receipt (electronic) | $0.00 |
| ☐ Certified Mail Restricted Delivery | $0.00 |
| ☐ Adult Signature Required | $0.00 |
| ☐ Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240 09

Postmark Here

12/01/2016 Burleson ISD

Sent To: Dr. Bret Simerson Superintendent
Street and Apt. No., or PO Box No.: 1160 SW Wilshire Blvd.
City, State, ZIP+4®: Burleson Tx 76028

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

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ATHERFORD, TX 76086

OFFICIAL USE

| | |
|---|---|
| Mail Fee | $3.30 |
| Fees (check box, add fee as appropriate) | $2.70 |
| hardcopy) | $0.00 |
| Re...pt (electronic) | $0.00 |
| d Mail Restricted Delivery | $0.00 |
| ignature Required | $0.00 |
| ignature Restricted Delivery | $ |
| | $0.47 |
| tage and Fees | $6.47 |

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12/01/2016

C.F.B.I.S.D

Ms. Patricia Hardy, SBOE

f Apt. No., or PO Box No.
900 North Elm

e, ZIP+4®
athesford TX 76086

3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0600 0000 5141 9626

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

CARROLLTON, TX 75006

OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | $2.70 |
| ☐ Return Receipt (hardcopy) | $0.00 |
| ☐ Return Receipt (electronic) | $0.00 |
| ☐ Certified Mail Restricted Delivery | $0.00 |
| ☐ Adult Signature Required | $0.00 |
| ☐ Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240
09

Postmark Here

12/01/2016

C.F.B.I.S.D

Sent To
Mr. Frank Shor, Board President

Street and Apt. No., or PO Box No.
1445 North Perry Rd

City, State, ZIP+4®
Carrollton TX 75006

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

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ivery information, visit our website at www.usps.com®.

FEVINE, TX 76051

OFFICIAL USE

| | |
|---|---|
| lail Fee | $3.30 |
| ces & Fees (check box, add fee as appropriate) | $2.70 |
| ecelpt (hardcopy) | $0.00 |
| ecelpt (electronic) | $0.00 |
| Mail Restricted Delivery | $0.00 |
| gnature Required | $0.00 |
| gnature Restricted Delivery | $ |
| | $0.47 |
| age and Fees | $6.47 |

0240
09

Postmark Here

12/01/2016

ator Jane Nelson C.F.B.I.S.D

Apt. No., or PO Box No.
-5 S. Main St Suite 100

ZIP+4®
apevine TX 76051

3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0600 0000 5141 9640

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
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For delivery information, visit our website at www.usps.com®.

WACO, TX 76706

OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | $2.70 |
| ☐ Return Receipt (hardcopy) | $0.00 |
| ☐ Return Receipt (electronic) | $0.00 |
| ☐ Certified Mail Restricted Delivery | $0.00 |
| ☐ Adult Signature Required | $0.00 |
| ☐ Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240
09

Postmark Here

12/01/2016

C.F.B.I.S.D

Sent To
Ms Sue Melton-Malone, SBOE

Street and Apt. No., or PO Box No.
125 E Dawn

City, State, ZIP+4®
Robinson TX 76706

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

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livery information, visit our website at www.usps.com®.

ROLLTON, TX 75007

OFFICIAL USE

| | |
|---|---|
| ail Fee | $3.30 |
| ces & Fees (check box, add fee as appropriate) | $2.70 |
| ecelpt (hardcopy) | $0.00 |
| ecelpt (electronic) | $0.00 |
| Mail Restricted Delivery | $0.00 |
| nature Required | $0.00 |
| nature Restricted Delivery | $ |
| | $0.47 |
| ge and Fees | $6.47 |

0240
09

Postmark Here

12/01/2016

C.F.B.I.S.D

presentative Bon Simmons

pt. No., or PO Box No.
9 W Rosemeade Pkwy Suite 108

ZIP+4®
allton TX 75007

3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0600 0000 5141 9060

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

DALLAS, TX 75225

OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | $2.70 |
| ☐ Return Receipt (hardcopy) | $0.00 |
| ☐ Return Receipt (electronic) | $0.00 |
| ☐ Certified Mail Restricted Delivery | $0.00 |
| ☐ Adult Signature Required | $0.00 |
| ☐ Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240
09

Postmark Here

12/01/2016

Sent To
Senator Don Huffines C.F.B.I.S.D

Street and Apt. No., or PO Box No.
822 Douglas Ave Suite 1675

City, State, ZIP+4®
Dallas TX 75225

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

U.S. Postal Service
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

WEATHERFORD TX 76086 OFFICIAL USE

| | | |
|---|---|---|
| Certified Mail Fee | $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | | |
| ☐ Return Receipt (hardcopy) | $2.70 $0.00 | |
| ☐ Return Receipt (electronic) | $0.00 | |
| ☐ Certified Mail Restricted Delivery | $0.00 | |
| ☐ Adult Signature Required | $0.00 | |
| ☐ Adult Signature Restricted Delivery | $ | |
| Postage | $0.47 | |
| Total Postage and Fees | $6.47 | 12/01/2016 |

Postmark Here

Birdville ISD

Sent To: Ms Patricia Hardy, SBOE
Street and Apt. No., or PO Box No.: 900 North Elm
City, State, ZIP+4®: Weatherford Tx 76086

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5330 1366

U.S. Postal Service
CERTIFIED MAIL® RECEIPT
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For delivery information, visit our website at www.usps.com®.

HALTOM CITY TX 76117 OFFICIAL USE

| | | |
|---|---|---|
| Certified Mail Fee | $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | | |
| ☐ Return Receipt (hardcopy) | $2.70 $0.00 | |
| ☐ Return Receipt (electronic) | $0.00 | |
| ☐ Certified Mail Restricted Delivery | $0.00 | |
| ☐ Adult Signature Required | $0.00 | |
| ☐ Adult Signature Restricted Delivery | $0.00 | |
| Postage | $0.47 | |
| Total Postage and Fees | $6.47 | 12/01/2016 |

Postmark Here

Birdville I.S.D

Sent To: Ms Dolores Webb, Board President
Street and Apt. No., or PO Box No.: 6125 E Belknap St.
City, State, ZIP+4®: Haltom City TX 76117

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5330 1755

U.S. Postal Service™
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For delivery information, visit our website at www.usps.com®.

GRAPEVINE TX 76051 OFFICIAL USE

| | | |
|---|---|---|
| Certified Mail Fee | $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | | |
| ☐ Return Receipt (hardcopy) | $2.70 $0.00 | |
| ☐ Return Receipt (electronic) | $0.00 | |
| ☐ Certified Mail Restricted Delivery | $0.00 | |
| ☐ Adult Signature Required | $0.00 | |
| ☐ Adult Signature Restricted Delivery | $ | |
| Postage | $0.47 | |
| Total Postage and Fees | $6.47 | 12/01/2016 |

Postmark Here

Sent To: Grapevine Jane Nelson Azle ISD
Street and Apt. No., or PO Box No.: 1225 S. Main St. Ste 100
City, State, ZIP+4®: Grapevine, TX 76051

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5330 1717

U.S. Postal Service™
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For delivery information, visit our website at www.usps.com®.

WICHITA FALLS TX 76308 OFFICIAL USE

| | | |
|---|---|---|
| Certified Mail Fee | $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | | |
| ☐ Return Receipt (hardcopy) | $2.70 $0.00 | |
| ☐ Return Receipt (electronic) | $0.00 | |
| ☐ Certified Mail Restricted Delivery | $0.00 | |
| ☐ Adult Signature Required | $0.00 | |
| ☐ Adult Signature Restricted Delivery | $ | |
| Postage | $0.47 | |
| Total Postage and Fees | $6.47 | 12/01/2016 |

Postmark Here

Sent To: Dianne Craig Estes Azle ISD
Street and Apt. No., or PO Box No.: 2525 Kell Blvd. Ste 302
City, State, ZIP+4®: Wichita Falls, TX 76308

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5330 1724

U.S. Postal Service™
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WEATHERFORD TX 76086 OFFICIAL USE

| | | |
|---|---|---|
| Certified Mail Fee | $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | | |
| ☐ Return Receipt (hardcopy) | $2.70 $0.00 | |
| ☐ Return Receipt (electronic) | $0.00 | |
| ☐ Certified Mail Restricted Delivery | $0.00 | |
| ☐ Adult Signature Required | $0.00 | |
| ☐ Adult Signature Restricted Delivery | $0.00 | |
| Postage | $0.47 | |
| Total Postage and Fees | $6.47 | 12/01/2016 |

Postmark Here

Sent To: Ms. Patricia Hardy, SBOE Azle ISD
Street and Apt. No., or PO Box No.: 900 N. Elm. SBOE
City, State, ZIP+4®: Weatherford, TX 76086

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5330 1694

U.S. Postal Service™
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WACO TX 76706 OFFICIAL USE

| | | |
|---|---|---|
| Certified Mail Fee | $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | | |
| ☐ Return Receipt (hardcopy) | $2.70 $0.00 | |
| ☐ Return Receipt (electronic) | $0.00 | |
| ☐ Certified Mail Restricted Delivery | $0.00 | |
| ☐ Adult Signature Required | $0.00 | |
| ☐ Adult Signature Restricted Delivery | $ | |
| Postage | $0.47 | |
| Total Postage and Fees | $6.47 | 12/01/2016 |

Postmark Here

Sent To: Ms. Sue Melton-Malone SBOE Azle ISD.
Street and Apt. No., or PO Box No.: 125 E. Dallas
City, State, ZIP+4®: Robinson, TX. 76706

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5330 1700

## CERTIFIED MAIL® RECEIPT
Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

USTIN TX 78768 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | $2.70 |
| Return Receipt (hardcopy) | $1.10 |
| Return Receipt (electronic) | $0.00 |
| Certified Mail Restricted Delivery | $0.00 |
| Adult Signature Required | $0.00 |
| Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240 09

Postmark Here

12/01/2016

Sent To: Ramon Romero, Jr.
Street and Apt. No., or PO Box No.: Box 2910
City, State, ZIP+4®: Pflugerville, TX 78768

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 7539

## CERTIFIED MAIL® RECEIPT
Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

GRAPEVINE TX 76051 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | $2.70 |
| Return Receipt (hardcopy) | $1.10 |
| Return Receipt (electronic) | $0.00 |
| Certified Mail Restricted Delivery | $0.00 |
| Adult Signature Required | $0.00 |
| Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240 09

Postmark Here

12/01/2016

Sent To: Rep. Sarr Nelson - Eagle Mt. Saginaw ISD
Street and Apt. No., or PO Box No.: 1225 S Main St, Ste 100
City, State, ZIP+4®: Grapevine Tx 76051

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 9434

## CERTIFIED MAIL® RECEIPT
Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

DALLAS TX 75215 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | $2.70 |
| Return Receipt (hardcopy) | $1.10 |
| Return Receipt (electronic) | $0.00 |
| Certified Mail Restricted Delivery | $0.00 |
| Adult Signature Required | $0.00 |
| Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240 09

Postmark Here

12/01/2016

Sent To: Sen. Eric Johnson Mesquite ISD
Street and Apt. No., or PO Box No.: 1409 South Lamar St, Ste 9
City, State, ZIP+4®: Dallas 75215

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

## CERTIFIED MAIL® RECEIPT
Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

DALLAS TX 75232 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | $2.70 |
| Return Receipt (hardcopy) | $1.10 |
| Return Receipt (electronic) | $0.00 |
| Certified Mail Restricted Delivery | $0.00 |
| Adult Signature Required | $0.00 |
| Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240 09

Postmark Here

12/01/2016

Sent To: Senator Royce West Mesquite ISD
Street and Apt. No., or PO Box No.: 5787 S Hampton Rd Suite 385
City, State, ZIP+4®: Dallas Tx 75232

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 8246

## U.S. Postal Service™ CERTIFIED MAIL® RECEIPT
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ALTON CITY TX 76117 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | $2.70 |
| Return Receipt (hardcopy) | $1.10 |
| Return Receipt (electronic) | $0.00 |
| Certified Mail Restricted Delivery | $0.00 |
| Adult Signature Required | $0.00 |
| Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240 09

Postmark Here

12/01/2016

Birdville ISD

Sent To: Darrell G. Brown Superintendent
Street and Apt. No., or PO Box No.: 25 E. Belknap St
City, State, ZIP+4®: Alton City TX 76117

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

## U.S. Postal Service™ CERTIFIED MAIL® RECEIPT
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For delivery information, visit our website at www.usps.com®.

DALLAS TX 75214 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | $2.70 |
| Return Receipt (hardcopy) | $1.10 |
| Return Receipt (electronic) | $0.00 |
| Certified Mail Restricted Delivery | $0.00 |
| Adult Signature Required | $0.00 |
| Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240 09

Postmark Here

12/01/2016

Sent To: Rep. Kenneth Sheets Mesquite I.S.D
Street and Apt. No., or PO Box No.: 6301 Gaston Ave Ste. 536
City, State, ZIP+4®: Dallas Tx 75214

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

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For delivery information, visit our website at www.usps.com®.
NORTH RICHLAND HILLS, TX 76182
OFFICIAL USE

| | | |
|---|---|---|
| Certified Mail Fee | $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | $2.70 | |
| ☐ Return Receipt (hardcopy) | $0.00 | |
| ☐ Return Receipt (electronic) | $0.00 | Postmark Here |
| ☐ Certified Mail Restricted Delivery | $0.00 | |
| ☐ Adult Signature Required | $0.00 | |
| ☐ Adult Signature Restricted Delivery | $ | |
| Postage | $0.47 | 12/01/2016 |
| Total Postage and Fees | $6.47 | |

Sent To: Senator Kelly Hancock, Carroll ISD
Street and Apt. No., or PO Box No.: 9121 Belshire Dr., Suite 200
City, State, ZIP+4®: North Richland Hills, TX 76182

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 7942

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For delivery information, visit our website at www.usps.com®.
FORT WORTH, TX 76135
OFFICIAL USE

| | | |
|---|---|---|
| Certified Mail Fee | $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | $2.70 | |
| ☐ Return Receipt (hardcopy) | $0.00 | |
| ☐ Return Receipt (electronic) | $0.00 | Postmark Here |
| ☐ Certified Mail Restricted Delivery | $0.00 | |
| ☐ Adult Signature Required | $0.00 | |
| ☐ Adult Signature Restricted Delivery | $ | |
| Postage | $0.47 | 12/01/2016 |
| Total Postage and Fees | $6.47 | |

Sent To: Ms. Donna Hutson, President Lake Worth ISD
Street and Apt. No., or PO Box No.: 6805 Telephone Rd.
City, State, ZIP+4®: Lake Worth, TX 76135

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

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For delivery information, visit our website at www.usps.com®.
FORT WORTH, TX 76102
OFFICIAL USE

| | | |
|---|---|---|
| Certified Mail Fee | $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | $2.70 | |
| ☐ Return Receipt (hardcopy) | $0.00 | |
| ☐ Return Receipt (electronic) | $0.00 | Postmark Here |
| ☐ Certified Mail Restricted Delivery | $0.00 | |
| ☐ Adult Signature Required | $0.00 | |
| ☐ Adult Signature Restricted Delivery | $0.00 | |
| Postage | $0.47 | 12/01/2016 |
| Total Postage and Fees | $6.47 | |

Sent To: Senator Konni Burton, Carroll I.S.D.
Street and Apt. No., or PO Box No.: 933 West Weatherford St., Suite 203
City, State, ZIP+4®: Fort Worth TX 76102

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5330 1422

U.S. Postal Service™
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For delivery information, visit our website at www.usps.com®.
MOUNT PLEASANT, TX 75456
OFFICIAL USE

| | | |
|---|---|---|
| Certified Mail Fee | $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | $2.70 | |
| ☐ Return Receipt (hardcopy) | $0.00 | |
| ☐ Return Receipt (electronic) | $0.00 | Postmark Here |
| ☐ Certified Mail Restricted Delivery | $0.00 | |
| ☐ Adult Signature Required | $0.00 | |
| ☐ Adult Signature Restricted Delivery | $0.00 | |
| Postage | $0.47 | 12/01/2016 |
| Total Postage and Fees | $6.47 | Sunnyvale ISD |

Sent To: Mr. Thomas Ratliff, SBOE
Street and Apt. No., or PO Box No.: P.O. Box 232
City, State, ZIP+4®: Mount Pleasant, TX 75456

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

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WEATHERFORD, TX 76086
OFFICIAL USE

| | | |
|---|---|---|
| Certified Mail Fee | $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | $2.70 | |
| ☐ Return Receipt (hardcopy) | $0.00 | |
| ☐ Return Receipt (electronic) | $0.00 | Postmark Here |
| ☐ Certified Mail Restricted Delivery | $0.00 | |
| ☐ Adult Signature Required | $0.00 | |
| ☐ Adult Signature Restricted Delivery | $ | |
| Postage | $0.47 | 12/01/2016 |
| Total Postage and Fees | $6.47 | |

Sent To: Patricia Hardy, SBOE Crowley ISD
Street and Apt. No., or PO Box No.: 900 North Elm
City, State, ZIP+4®: Weatherford TX 76086

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 8550

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FORT WORTH, TX 76102
OFFICIAL USE

| | | |
|---|---|---|
| Certified Mail Fee | $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | $2.70 | |
| ☐ Return Receipt (hardcopy) | $0.00 | |
| ☐ Return Receipt (electronic) | $0.00 | Postmark Here |
| ☐ Certified Mail Restricted Delivery | $0.00 | |
| ☐ Adult Signature Required | $0.00 | |
| ☐ Adult Signature Restricted Delivery | $0.00 | |
| Postage | $0.47 | 12/01/2016 |
| Total Postage and Fees | $6.47 | Crowley ISD |

Sent To: Mr. Erika Beltran, SBOE
Street and Apt. No., or PO Box No.: P.O. Box 17196
City, State, ZIP+4®: Fort Worth 76102

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

Postal Service
FIED MAIL® RECEIPT
Mail Only
information, visit our website at www.usps.com®.
TX 76706
FFICIAL USE
e $3.30 $2.70
eck box, add fee as appropriate)
(hardcopy) $ $1.10
(electronic) $ $0.00
estricted Delivery $ $0.00
Required $ $0.00
Restricted Delivery $
$0.47
nd Fees $6.47
0240 09
Postmark Here
12/01/2016
Burleson ISD
Sue Melton-Malun, SBOE
lo., or PO Box No. E. Dawn
Dinson Tx 76706
April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 9212

U.S. Postal Service
CERTIFIED MAIL® RECEIPT
Domestic Mail Only
For delivery information, visit our website at www.usps.com®.
FORT WORTH TX 76102
OFFICIAL USE
Certified Mail Fee $3.30 $2.70
Extra Services & Fees (check box, add fee as appropriate)
Return Receipt (hardcopy) $ $0.00
Return Receipt (electronic) $ $0.00
Certified Mail Restricted Delivery $ $0.00
Adult Signature Required $ $0.00
Adult Signature Restricted Delivery $
Postage $0.47
Total Postage and Fees $6.47
0240 09
Postmark Here
12/01/2016
Burleson ISD
Sent To Senator Konni Burton
Street and Apt. No., or PO Box No. 933 West Weatherford st, Suite 203
City, State, ZIP+4® Fort Worth Tx 76102
PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

Postal Service™
TIFIED MAIL® RECEIPT
tic Mail Only
very information, visit our website at www.usps.com®.
AS TX 75205
FFICIAL USE
il Fee $3.30 $2.70
es & Fees (check box, add fee as appropriate)
ceipt (hardcopy) $ $1.10
ceipt (electronic) $ $0.00
Mail Restricted Delivery $ $0.00
nature Required $ $0.00
nature Restricted Delivery $
$0.47
ge d Fees $6.47
0240 09
Postmark Here
12/01/2016
Richardson ISD
eraldine Miller, SBOE
pt. No., or PO Box No. 5 Beverly Drive
ZIP+4® Dlgs Tx 75205
800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 8338

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only
For delivery information, visit our website at www.usps.com®.
DALLAS TX 75225
OFFICIAL USE
Certified Mail Fee $3.30 $2.70
Extra Services & Fees (check box, add fee as appropriate)
Return Receipt (hardcopy) $ $0.00
Return Receipt (electronic) $ $0.00
Certified Mail Restricted Delivery $ $0.00
Adult Signature Required $ $0.00
Adult Signature Restricted Delivery $
Postage $0.47
Total Postage and Fees $6.47
0240 09
Postmark Here
12/01/2016
Richardson ISD
Sent To Senator Don Huffines
Street and Apt. No., or PO Box No. 8222 Douglas Avenue Suite 675
City, State, ZIP+4® Dallas Tx 75225
PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

ostal Service™
TIFIED MAIL® RECEIPT
c Mail Only
ry information, visit our website at www.usps.com®.
RDSON TX 75081
FFICIAL USE
ee $3.30 $2.70
& Fees (check box, add fee as appropriate)
ipt (hardcopy) $ $1.10
ipt (electronic) $ $0.00
l Restricted Delivery $ $0.00
ire Required $ $0.00
ire Restricted Delivery $ $0.00
$0.47
and Fees $6.47
0240 09
Postmark Here
12/01/2016
Richardson ISD
m Caston Board President
No., or PO Box No. Greenville Ave
ardson Tx 75081
0, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 8321

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only
For delivery information, visit our website at www.usps.com®.
PLANO TX 75024
OFFICIAL USE
Certified Mail Fee $3.30 $2.70
Extra Services & Fees (check box, add fee as appropriate)
Return Receipt (hardcopy) $ $0.00
Return Receipt (electronic) $ $0.00
Certified Mail Restricted Delivery $ $0.00
Adult Signature Required $ $0.00
Adult Signature Restricted Delivery $ $0.00
Postage $0.47
Total Postage and Fees $6.47
0240 09
Postmark Here
12/01/2016
Sent To Senator Van Taylor. Richardson ISD
Street and Apt. No., or PO Box No. 6301 Preston Rd. Suite 700
City, State, ZIP+4® Plano Tx 75024
PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

## U.S. Postal Service™ CERTIFIED MAIL™ RECEIPT

*(Domestic Mail Only; No Insurance Coverage Provided)*

For delivery information visit our website at www.usps.com®

WEATHERFORD, TX 76086

OFFICIAL USE

| | |
|---|---|
| Postage | $3.30 $2.70 |
| Certified Fee | $0.00 $0.00 |
| Return Receipt Fee (Endorsement Required) | $0.00 $0.00 |
| Restricted Delivery Fee (Endorsement Required) | $0.47 |
| Total Postage & Fees | $ $6.47 |

0240 09

Postmark Here

12/01/2016

Sent To: Representative Phil King-Azle ISD

Street, Apt. No.; or PO Box No.: 2110 Fort Worth Hwy.

City, State, ZIP+4: Weatherford TX 76086

PS Form 3800, August 2006 ... uctions

7013 1710 0001 7330 6583

## U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

*Domestic Mail Only*

For delivery information, visit our website at www.usps.com®

AUSTIN, TX 78768

OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee | $3.30 $2.70 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) | $ $0.00 |
| ☐ Return Receipt (electronic) | $ $0.00 |
| ☐ Certified Mail Restricted Delivery | $ $0.00 |
| ☐ Adult Signature Required | $ $0.00 |
| ☐ Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240 09

Postmark Here

12/01/2016

0600 0000 5147 9404

## U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

*Domestic Mail Only*

For delivery information, visit our website at www.usps.com®

SOUTHLAKE, TX 76092

OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee | $3.30 $2.70 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) | $ $0.00 |
| ☐ Return Receipt (electronic) | $ $0.00 |
| ☐ Certified Mail Restricted Delivery | $ $0.00 |
| ☐ Adult Signature Required | $ $0.00 |
| ☐ Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240 09

Postmark Here

12/01/2016

7016 0910 0001 5329 9267

Sent To: Dr. David Faltys Carroll ISD

Street and Apt. No., or PO Box No.: 2400 North Carroll Ave

City, State, ZIP+4®: Southlake Tx 76092

PS Form 3800, April 2015 PSN 7530-02-000-9047 ... See Reverse for Instructions

## U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

*Domestic Mail Only*

For delivery information, visit our website at www.usps.com®

ARLINGTON, TX 76017

OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee | $3.30 $2.70 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) | $ $0.00 |
| ☐ Return Receipt (electronic) | $ $0.00 |
| ☐ Certified Mail Restricted Delivery | $ $0.00 |
| ☐ Adult Signature Required | $ $0.00 |
| ☐ Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240 09

Postmark Here

12/01/2016

Sent To: Rep. William "Bill" Zedler Burleson ISD

Street and Apt. No., or PO Box No.: 5840 West Interstate 20, Suite #110

City, State, ZIP+4®: Arlington Tx 76017

PS Form 3800, April 2015 PSN 7530-02-000-9047 ... See Reverse for Instructions

7016 0910 0001 5329 9236

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CLEBURNE, TX 76033

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| | |
|---|---|
| Certified Mail Fee | $3.30 $2.70 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) | $ $0.00 |
| ☐ Return Receipt (electronic) | $ $0.00 |
| ☐ Certified Mail Restricted Delivery | $ $0.00 |
| ☐ Adult Signature Required | $ $0.00 |
| ☐ Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240 09

Postmark Here

12/01/2016

Sent To: Rep. De Wayne Burns Burleson ISD

Street and Apt. No., or PO Box No.: 115 S. Main Suite 202

City, State, ZIP+4®: Cleburne Tx 76033

PS Form 3800, April 2015 PSN 7530-02-000-9047 ... See Reverse for Instructions

Sent To: Senator Brian Birdwell

Street and Apt. No., or PO Box No.: 900 Austin Ave Suite 500

City, State, ZIP+4®: Waco TX 76701

PS Form 3800, April 2015 PSN 7530-02-000-9047 ... See Reverse for Instructions

U.S. Postal Service
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FLOWER MOUND, TX 75028 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $0.00 | |
| ☐ Return Receipt (electronic) $0.00 | Postmark Here |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | |
| Total Postage and Fees $6.47 | 12/01/2016 |

Sent To: Rep. Tan Parker Carroll ISD
Street and Apt. No., or PO Box No.: 800 Parker Square, Ste. 245
City, State, ZIP+4®: Flower Mound Tx 75028

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 9328

U.S. Postal Service
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KELLER, TX 76244 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $0.00 | |
| ☐ Return Receipt (electronic) $0.00 | Postmark Here |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | |
| Total Postage and Fees $6.47 | 12/01/2016 |

Sent To: Rep. Giovanni Capriglione Carroll ISD
Street and Apt. No., or PO Box No.: P.O. Box 770
City, State, ZIP+4®: Keller Tx 76244

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 9335

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WACO, TX 76706 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $0.00 | |
| ☐ Return Receipt (electronic) $0.00 | Postmark Here |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | |
| Total Postage and Fees $6.47 | 12/01/2016 Carroll ISD |

Sent To: Ms. Sue Melton-Malone SBOE
Street and Apt. No., or PO Box No.: 125 E. Davis
City, State, ZIP+4®: Robinson Tx 76706

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 9298

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GRAPEVINE, TX 76051 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $0.00 | |
| ☐ Return Receipt (electronic) $0.00 | Postmark Here |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | |
| Total Postage and Fees $6.47 | 12/01/2016 |

Sent To: Senator Jane Nelson Carroll ISD
Street and Apt. No., or PO Box No.: 1225 S. Main, Suite 100
City, State, ZIP+4®: Grapevine Tx 76051

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 9311

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SOUTHLAKE, TX 76092 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $0.00 | |
| ☐ Return Receipt (electronic) $0.00 | Postmark Here |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | |
| Total Postage and Fees $6.47 | 12/01/2016 Carroll ISD |

Sent To: Mr Christopher Archer, Board President
Street and Apt. No., or PO Box No.: 2400 North Carroll Ave
City, State, ZIP+4®: Southlake Tx 76092

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 9274

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WEATHERFORD, TX 76086 OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $0.00 | |
| ☐ Return Receipt (electronic) $0.00 | Postmark Here |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | |
| Total Postage and Fees $6.47 | 12/01/2016 |

Sent To: Ms. Patricia Hardy, SBOE Carroll ISD
Street and Apt. No., or PO Box No.: 900 North Elm
City, State, ZIP+4®: Weather ford Tx 76086

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 9281

7016 0600 0000 1411 9046

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AUSTIN, TX 78768
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| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $0.00 | Postmark Here |
| ☐ Return Receipt (electronic) $0.00 | |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | 12/01/2016 |
| Total Postage and Fees $6.47 | |

Sent To: Rep. Jonathan Stickland - Irving ISD
Street and Apt. No., or PO Box No.: P.O. Box 2910
City, State, ZIP+4®: Austin, TX 78678 78768

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0600 0000 5141 9794

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AUSTIN, TX 78768
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|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $0.00 | Postmark Here |
| ☐ Return Receipt (electronic) $0.00 | |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $0.00 | |
| Postage $0.47 | 12/01/2016 |
| Total Postage and Fees $6.47 | |

Sent To: Representative Jonathan Stickland - HEB ISD
Street and Apt. No., or PO Box No.: PO Box 2910
City, State, ZIP+4®: Austin, TX ~~78678~~ 78768

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0710 0001 5329 7928

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ARLINGTON, TX 76017
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|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $0.00 | Postmark Here |
| ☐ Return Receipt (electronic) $0.00 | |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | 12/01/2016 |
| Total Postage and Fees $6.47 | |

Sent To: Mr. William Trater Kennedale ISD
Street and Apt. No., or PO Box No.: 5940 W I-20 Ste 110
City, State, ZIP+4®: Arlington TX 76017

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0710 0001 5329 7935

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FORT WORTH, TX 76135
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| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) | |
| ☐ Return Receipt (hardcopy) $0.00 | Postmark Here |
| ☐ Return Receipt (electronic) $0.00 | |
| ☐ Certified Mail Restricted Delivery $0.00 | |
| ☐ Adult Signature Required $0.00 | |
| ☐ Adult Signature Restricted Delivery $ | |
| Postage $0.47 | 12/01/2016 |
| Total Postage and Fees $6.47 | |

Sent To: Mr. John Hebert Superintendent Lake Worth ISD
Street and Apt. No., or PO Box No.: 6905 Telephone Rd
City, State, ZIP+4®: Lake Worth TX 76135

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

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FORT WORTH, TX 76102

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| | |
|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | $2.70 |
| Return Receipt (hardcopy) | $0.00 |
| Return Receipt (electronic) | $0.00 |
| Certified Mail Restricted Delivery | $0.00 |
| Adult Signature Required | $0.00 |
| Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240
09

Postmark Here

12/01/2016

Sent To: Kp. Kerri Burton White Settlement ISD
Street and Apt. No., or PO Box No.: 932 W Weatherford St. Ste 203
City, State, ZIP+4®: Ft Worth TX 76102

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 8451

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DALLAS, TX 75214

OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | $2.70 |
| Return Receipt (hardcopy) | $0.00 |
| Return Receipt (electronic) | $0.00 |
| Certified Mail Restricted Delivery | $0.00 |
| Adult Signature Required | $0.00 |
| Adult Signature Restricted Delivery | $0.00 |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240
09

Postmark Here

12/01/2016

Sunnyvale ISD

Sent To: Rep. Kenneth Sheets
Street and Apt. No., or PO Box No.: 6301 Gaston Ave Ste 536
City, State, ZIP+4®: Dallas TX 75214

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

U.S. Postal Service™
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KENNEDALE, TX 76060

OFFICIAL USE

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|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | $2.70 |
| Return Receipt (hardcopy) | $0.00 |
| Return Receipt (electronic) | $0.00 |
| Certified Mail Restricted Delivery | $0.00 |
| Adult Signature Required | $0.00 |
| Adult Signature Restricted Delivery | $0.00 |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240
09

Postmark Here

12/01/2016

Sent To: John Hunt, Prisident Kennedale ISD
Street and Apt. No., or PO Box No.: 120 W Kennedale Pkwy
City, State, ZIP+4®: Kennedale TX 76060

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5330 0763

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FORT WORTH, TX 76114

OFFICIAL USE

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|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | $2.70 |
| Return Receipt (hardcopy) | $0.00 |
| Return Receipt (electronic) | $0.00 |
| Certified Mail Restricted Delivery | $0.00 |
| Adult Signature Required | $0.00 |
| Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240
09

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12/01/2016

Sent To: Rep. Charlie Geren Ozd ISD
Street and Apt. No., or PO Box No.: 1011 Robert Cutler
City, State, ZIP+4®: Fort Worth TX 76114

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

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WEATHERFORD, TX 76086

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|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | $2.70 |
| Return Receipt (hardcopy) | $0.00 |
| Return Receipt (electronic) | $0.00 |
| Certified Mail Restricted Delivery | $0.00 |
| Adult Signature Required | $0.00 |
| Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240
09

Postmark Here

12/01/2016

Sent To: Ms. Patricia Hardy Weatherford ISD
Street and Apt. No., or PO Box No.: 400 N Elm
City, State, ZIP+4®: Weatherford TX 76086

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 7775

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KENNEDALE, TX 76060

OFFICIAL USE

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|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | $2.70 |
| Return Receipt (hardcopy) | $0.00 |
| Return Receipt (electronic) | $0.00 |
| Certified Mail Restricted Delivery | $0.00 |
| Adult Signature Required | $0.00 |
| Adult Signature Restricted Delivery | $0.00 |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240
09

Postmark Here

12/01/2016

Sent To: Mr. Gary Duggan, Superintendent Kennedale ISD
Street and Apt. No., or PO Box No.: 120 W. Kennedale Pkwy
City, State, ZIP+4®: Kennedale TX 76060

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

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GRAPEVINE, TX 76051

OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) $2.70 | |
| Return Receipt (hardcopy) $0.00 | |
| Return Receipt (electronic) $0.00 | Postmark Here |
| Certified Mail Restricted Delivery $0.00 | |
| Adult Signature Required $ | |
| Adult Signature Restricted Delivery $0.00 | |
| Postage $0.47 | |
| Total Postage and Fees $6.47 | 12/01/2016 |

Sent To: Sen. Sam Nelson Lake Worth ISD
Street and Apt. No., or PO Box No.: 1225 S. Main St. Ste 100
City, State, ZIP+4®: Grapevine, TX 76051

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 7966

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WEATHERFORD, TX 76086

OFFICIAL USE

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|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) $2.70 | |
| Return Receipt (hardcopy) $0.00 | |
| Return Receipt (electronic) $0.00 | Postmark Here |
| Certified Mail Restricted Delivery $0.00 | |
| Adult Signature Required $ | |
| Adult Signature Restricted Delivery $0.00 | |
| Postage $0.47 | |
| Total Postage and Fees $6.47 | 12/01/2016 |

Sent To: Ms. Patricia Hardy SBOE Lake Worth ISD
Street and Apt. No., or PO Box No.: 900 N. Elm
City, State, ZIP+4®: Weatherford TX 76086

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 7959

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ATHENS, TX 75751

OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) $2.70 | |
| Return Receipt (hardcopy) $0.00 | |
| Return Receipt (electronic) $0.00 | Postmark Here |
| Certified Mail Restricted Delivery $0.00 | |
| Adult Signature Required $0.00 | |
| Adult Signature Restricted Delivery $ | |
| Postage $0.47 | |
| Total Postage and Fees $6.47 | 12/01/2016 |

Sent To: Rep. Stuart Spitzer Sunnyvale ISD
Street and Apt. No., or PO Box No.: 100 East Corsicana St., Ste. 205
City, State, ZIP+4®: Athens TX 75751

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 8445

U.S. Postal Service™
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AUSTIN, TX 78768

OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) $2.70 | |
| Return Receipt (hardcopy) $0.00 | |
| Return Receipt (electronic) $0.00 | Postmark Here |
| Certified Mail Restricted Delivery $0.00 | |
| Adult Signature Required $0.00 | |
| Adult Signature Restricted Delivery $ | |
| Postage $0.47 | |
| Total Postage and Fees $6.47 | 12/01/2016 |

Sent To: Rep. Linda Koop Richardson ISD
Street and Apt. No., or PO Box No.: P.O. Box 2910
City, State, ZIP+4®: Austin TX 78768

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 8445

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ROCKWALL, TX 75032

OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) $2.70 | |
| Return Receipt (hardcopy) $0.00 | |
| Return Receipt (electronic) $0.00 | Postmark Here |
| Certified Mail Restricted Delivery $0.00 | |
| Adult Signature Required $0.00 | |
| Adult Signature Restricted Delivery $ | |
| Postage $0.47 | |
| Total Postage and Fees $6.47 | 12/01/2016 |

Sent To: Senator Bob Hall Sunnyvale ISD
Street and Apt. No., or PO Box No.: Alliance Building #2 Horizon Rd. Suite B-1
City, State, ZIP+4®: Rockwall Tx, 75032

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 8406

U.S. Postal Service™
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DALLAS, TX 75205

OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee $3.30 | 0240 09 |
| Extra Services & Fees (check box, add fee as appropriate) $2.70 | |
| Return Receipt (hardcopy) $0.00 | |
| Return Receipt (electronic) $0.00 | Postmark Here |
| Certified Mail Restricted Delivery $0.00 | |
| Adult Signature Required $0.00 | |
| Adult Signature Restricted Delivery $ | |
| Postage $0.47 | |
| Total Postage and Fees $6.47 | 12/01/2016 Sunnyvale ISD |

Sent To: Ms Geraldine Miller, SBOE
Street and Apt. No., or PO Box No.: 3815 Beverly Drive
City, State, ZIP+4®: Dallas Tx 75205

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

U.S. Postal Service™
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CROWLEY TX 76036

OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | $2.70 |
| Return Receipt (hardcopy) | $0.00 |
| Return Receipt (electronic) | $0.00 |
| Certified Mail Restricted Delivery | $0.00 |
| Adult Signature Required | $0.00 |
| Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240
09

Postmark Here

12/01/2016

Sent To
Dr. Dan Powell Crowley ISD
Street and Apt. No., or PO Box No.
512 Peach St
City, State, ZIP+4®
Crowley Tx 76036

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 0910 0001 5329 8529

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FORT WORTH TX 76123

OFFICIAL USE

| | |
|---|---|
| Certified Mail Fee | $3.30 |
| Extra Services & Fees (check box, add fee as appropriate) | $2.70 |
| Return Receipt (hardcopy) | $0.00 |
| Return Receipt (electronic) | $0.00 |
| Certified Mail Restricted Delivery | $0.00 |
| Adult Signature Required | $0.00 |
| Adult Signature Restricted Delivery | $ |
| Postage | $0.47 |
| Total Postage and Fees | $6.47 |

0240
09

Postmark Here

12/01/2016

Sent To
Ms June Davis, Board President Crowley ISD
Street and Apt. No., or PO Box No.
8035 Southern Pineway
City, State, ZIP+4®
Fort Worth Tx 76123

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

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ATTACHMENT A 4—Geographic Attendance Boundary

Provide the following:

State the proposed school's primary attendance boundary by providing an alphabetical list of the traditional school districts from which the proposed charter school will accept students. If the charter school will accept students from only a portion of a school district or districts, state exactly what the boundary will be. *Do not list the charter schools located within the designated geographic boundary.*

If the proposed charter school will have a secondary attendance boundary in accordance with 19 Texas Administrative Code (TAC), §100.1207(f) (e.g., it will admit students who reside outside of the primary geographic boundary just described), once all eligible applicants who reside within the primary geographic boundary have submitted a timely application and have been enrolled, the school may accept students from the secondary boundary if it hereby adopts a transfer policy. If the charter elects to have a transfer policy, list the school districts from which the proposed charter school will establish it secondary boundary. *Do not list the charter schools located within the designated geographic boundary.*

Bridgeway Preparatory Academy

## Geographic Attendance Boundary

**Primary Geographic Boundary:**
As a school of choice, Bridgeway Preparatory Academy (BPA) will grow because choice is a powerful tool for parents seeking access to quality education for their children. Therefore, BPA aims to serve an expanding and diverse student body that is reflective of the local community. These students will come from families residing within the primary geographic boundary of **Carrolton-Farmers Branch** Independent School District, and surrounding areas such as the **Lewisville** Independent Independent School District, **Richardson** Independent School District, **Plano** Independent School District, **Coppell** Independent School District, **Irving** Independent School District and that portion of the **Dallas** Independent School District that is north of Interstate Highway 30.

Future expansion of the BPA campus will allow us to include the **Arlington** Independent School District, **Hurst-Euless Bedford** Independent School District, and **Fort Worth** Independent School District.

**Secondary Geographic Boundary:**
BPA will have a secondary attendance boundary of all of **Dallas County** and all of **Tarrant County.** These districts include:

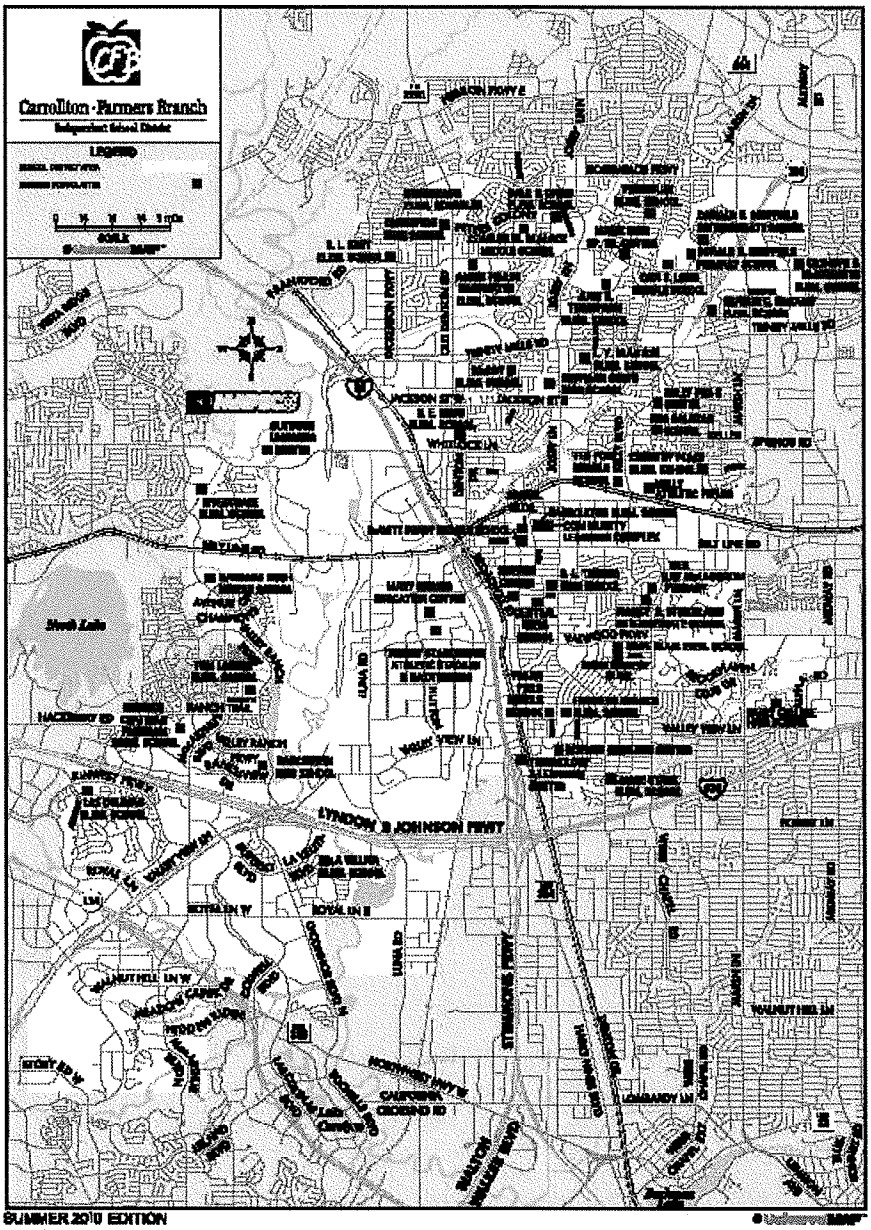
**Cedar Hill I.S.D,**
**Ferris I.S.D.,**
**Grapevine-Colleyville I.S.D.,**
**Lancaster I.S.D.,**
**Aledo I.S.D.,**
**Burleson I.S.D.,**
**Crowley I.S.D.,**
**Godley I.S.D.,**
**Kennedale I.S.D.,**
**White Settlement I.S.D.**
**DeSoto I.S.D.,**
**Garland I.S.D.,**
**Highland Park I.S.D.,**
**Mesquite I.S.D.,**
**Azle I.S.D.,**
**Carroll I.S.D.,**
**Eagle Mountain Saginaw I.S.D.,**
**Grapevine-Colleyville I.S.D.,**
**Lake Worth I.S.D.,**
**Duncanville I.S.D.,**
**Grand Prairie I.S.D.,**
**Mansfield, ISD,**
**Sunnyvale I.S.D.,**
**Birdville I.S.D.,**
**Castleberry I.S.D.,**
**Everman I.S.D.,**
**Keller I.S.D.,**
**Northwest I.S.D., and**

[redacted]

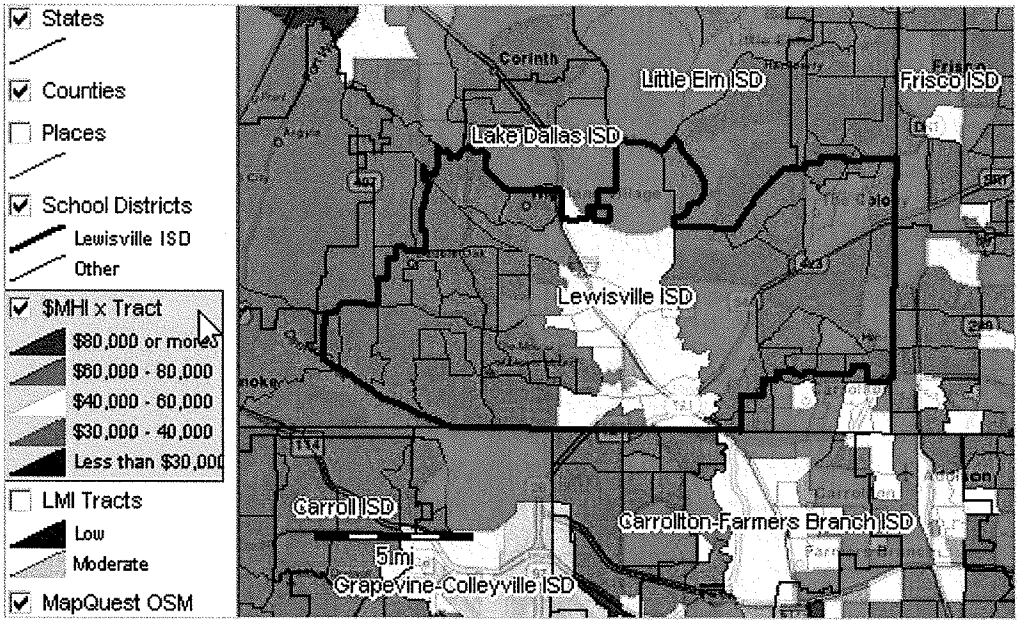
**See maps of school districts following:**

Primary Geographic Boundary

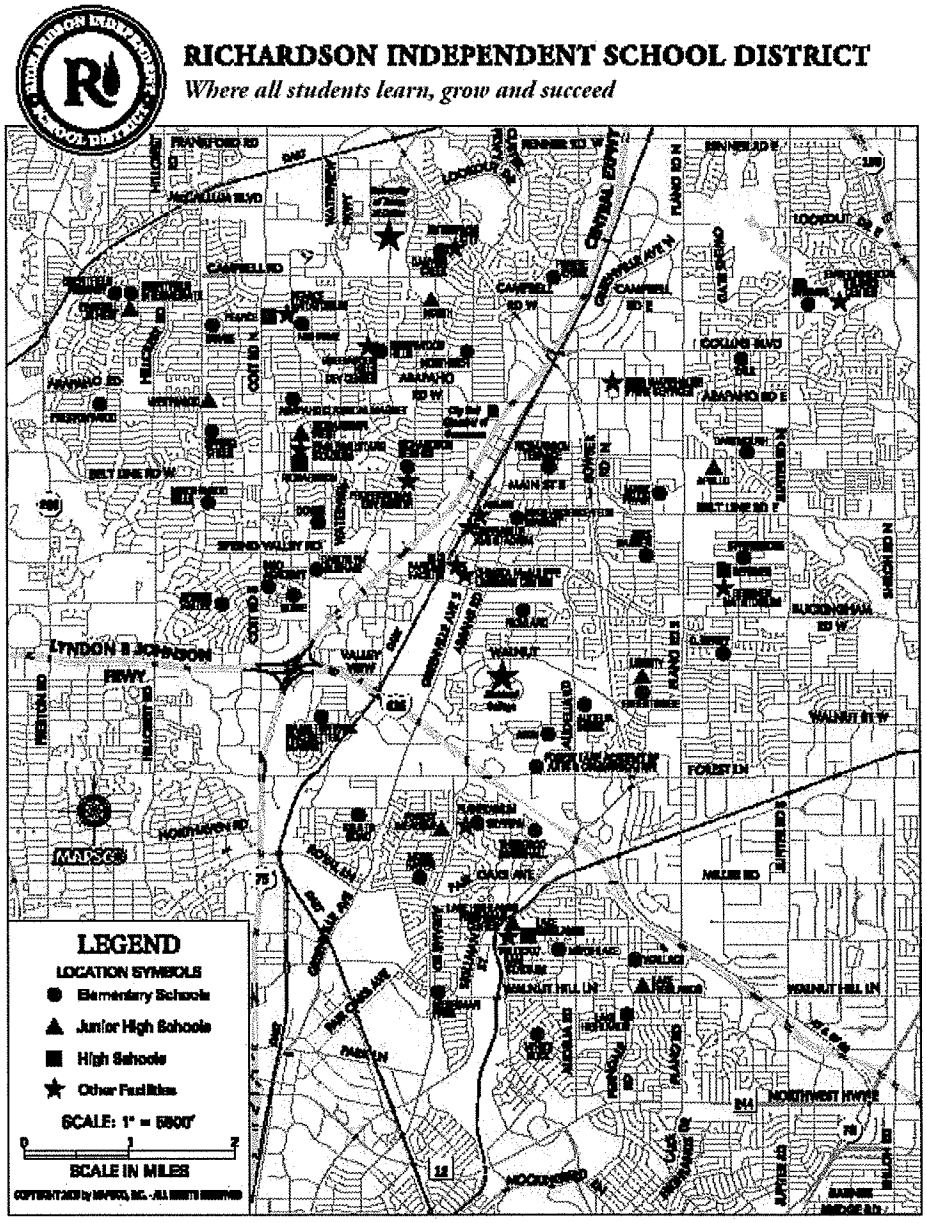
## Carrollton-Farmers Branch Independent School District



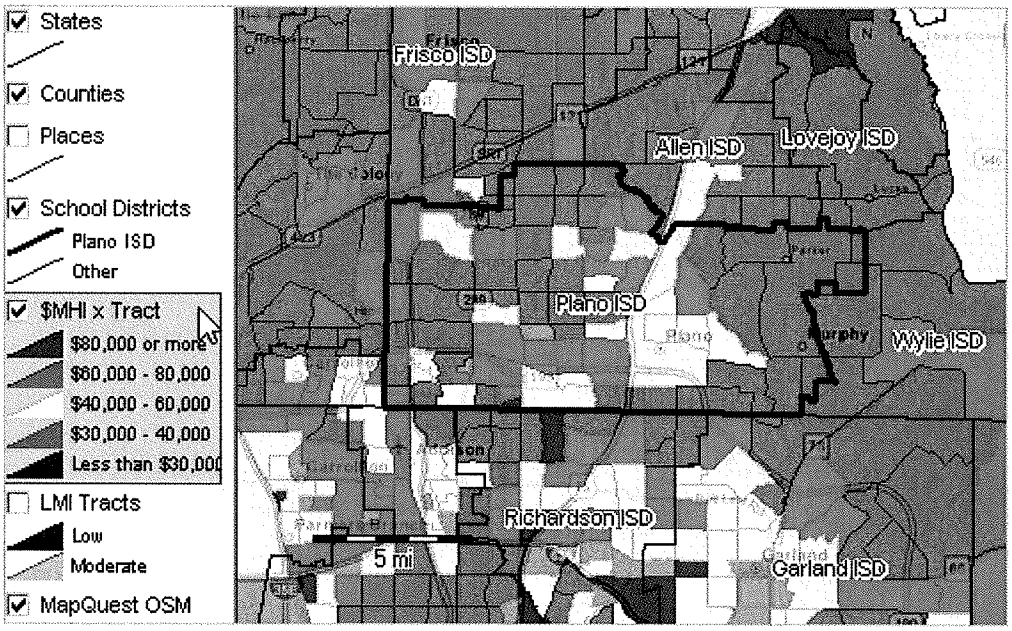
**Lewisville Independent School District**



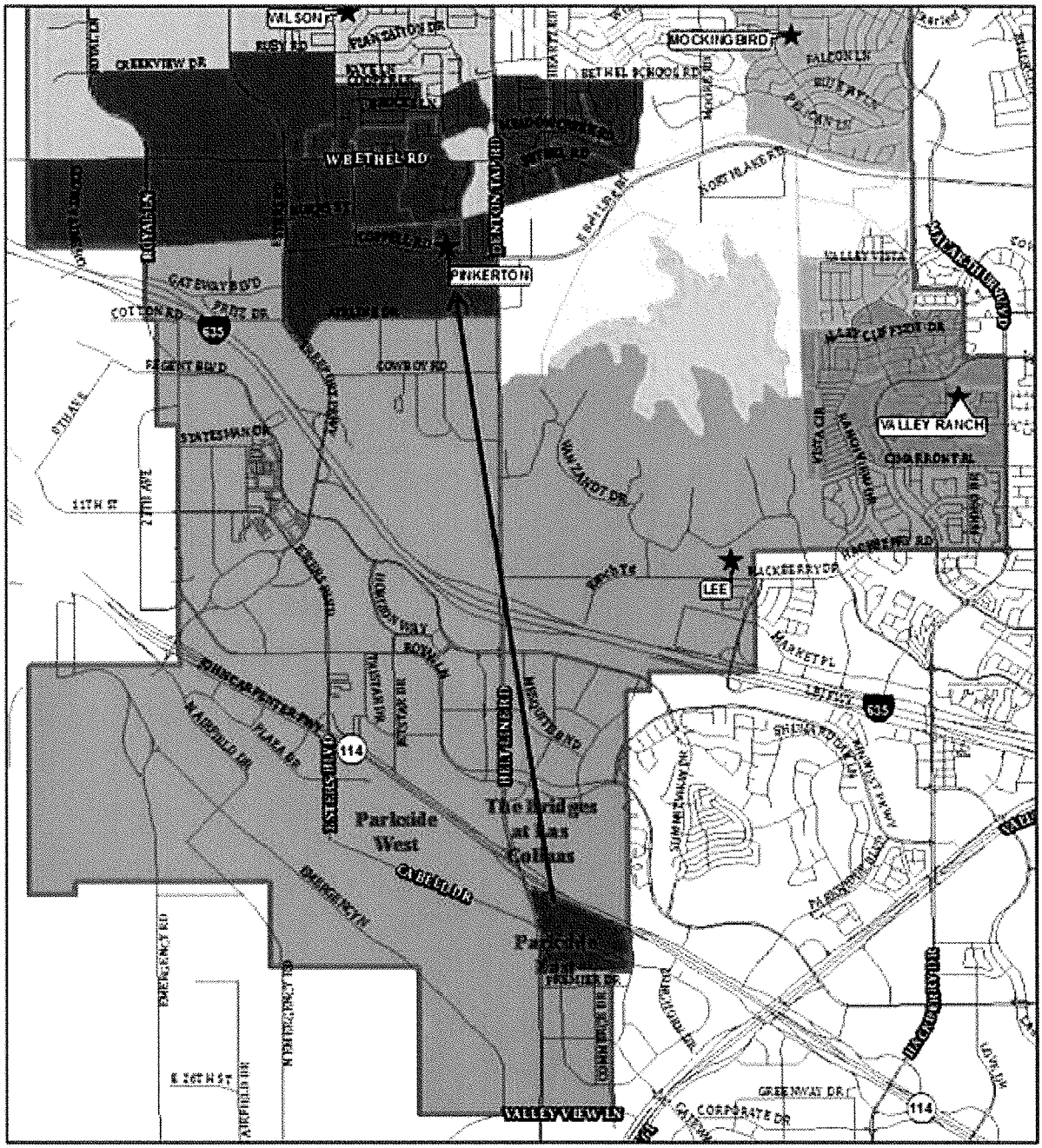
**Richardson Independent School District**



**Plano Independent School District**

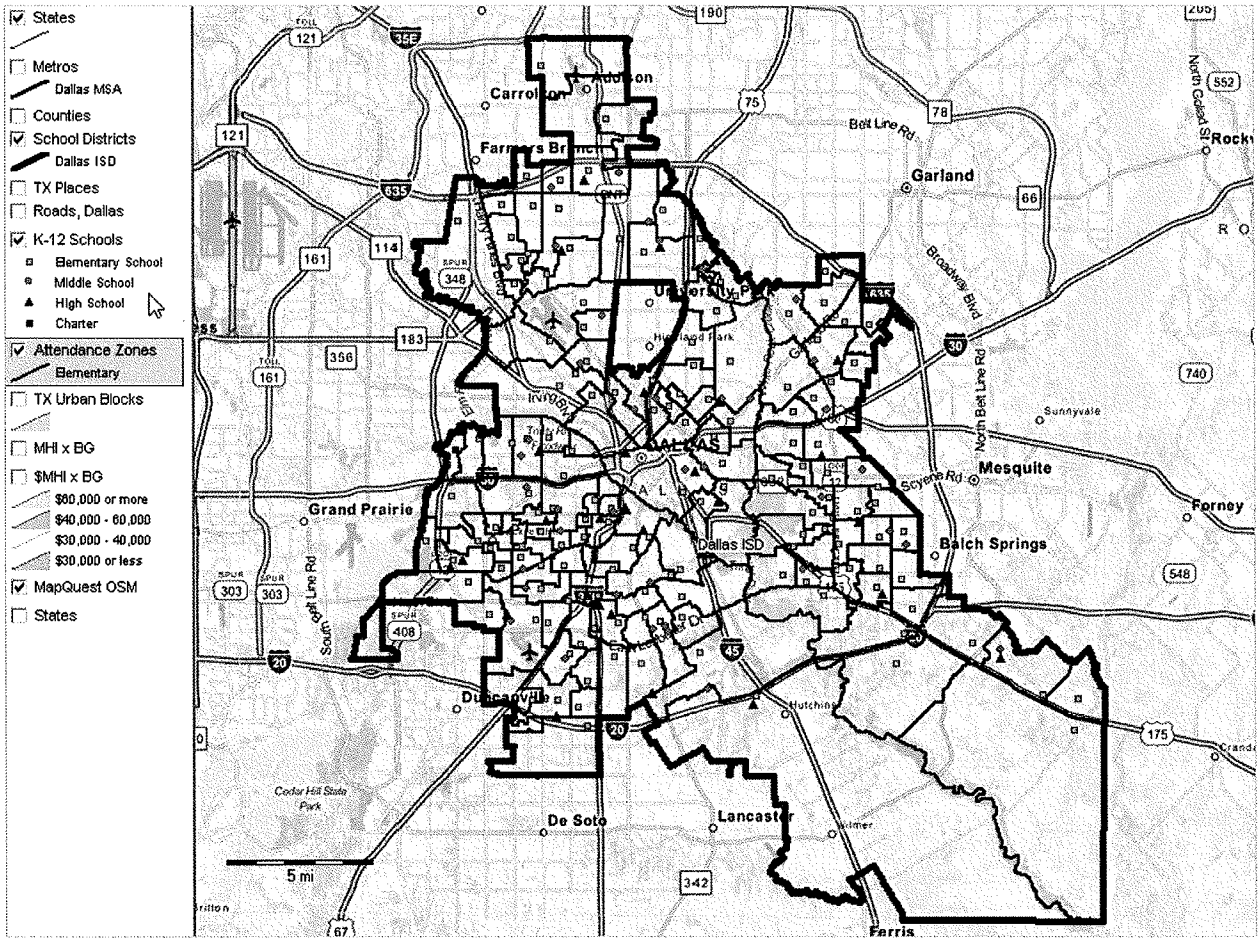


**Coppell Independent School District**

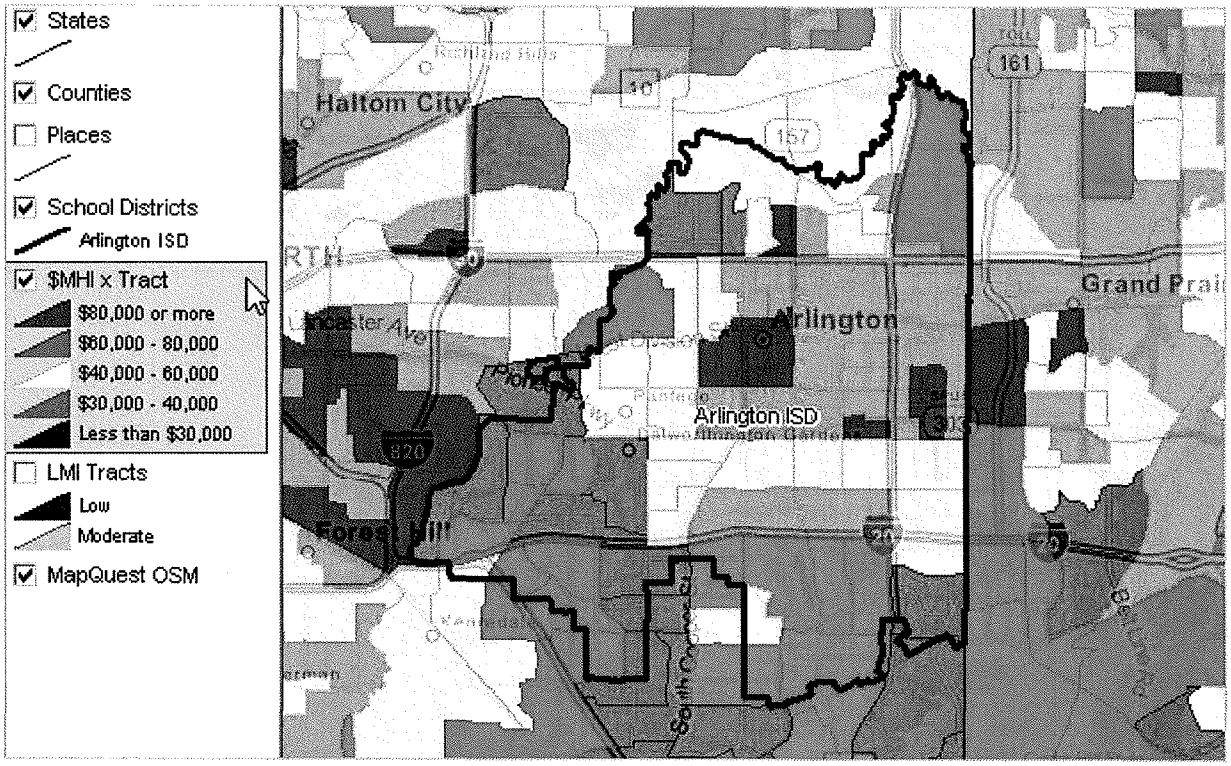


## Dallas Independent School District

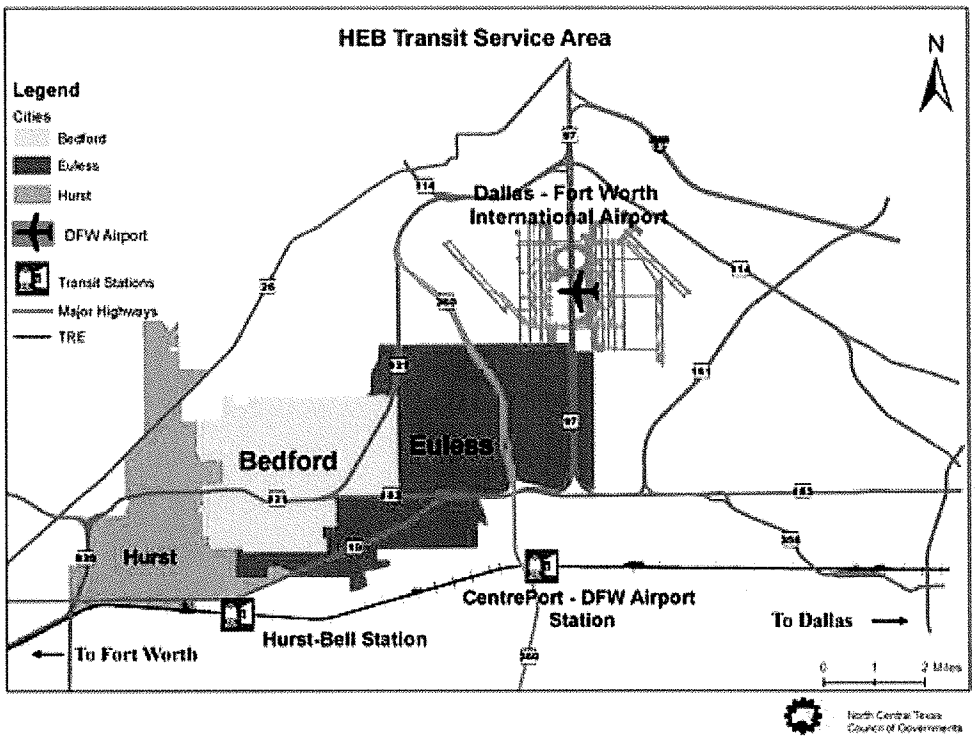
(That portion of the **Dallas** Independent School District that is north of Interstate Highway 30.)



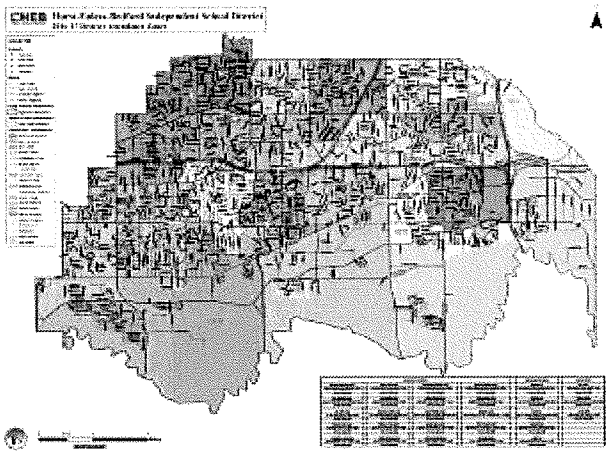
## Arlington Independent School District



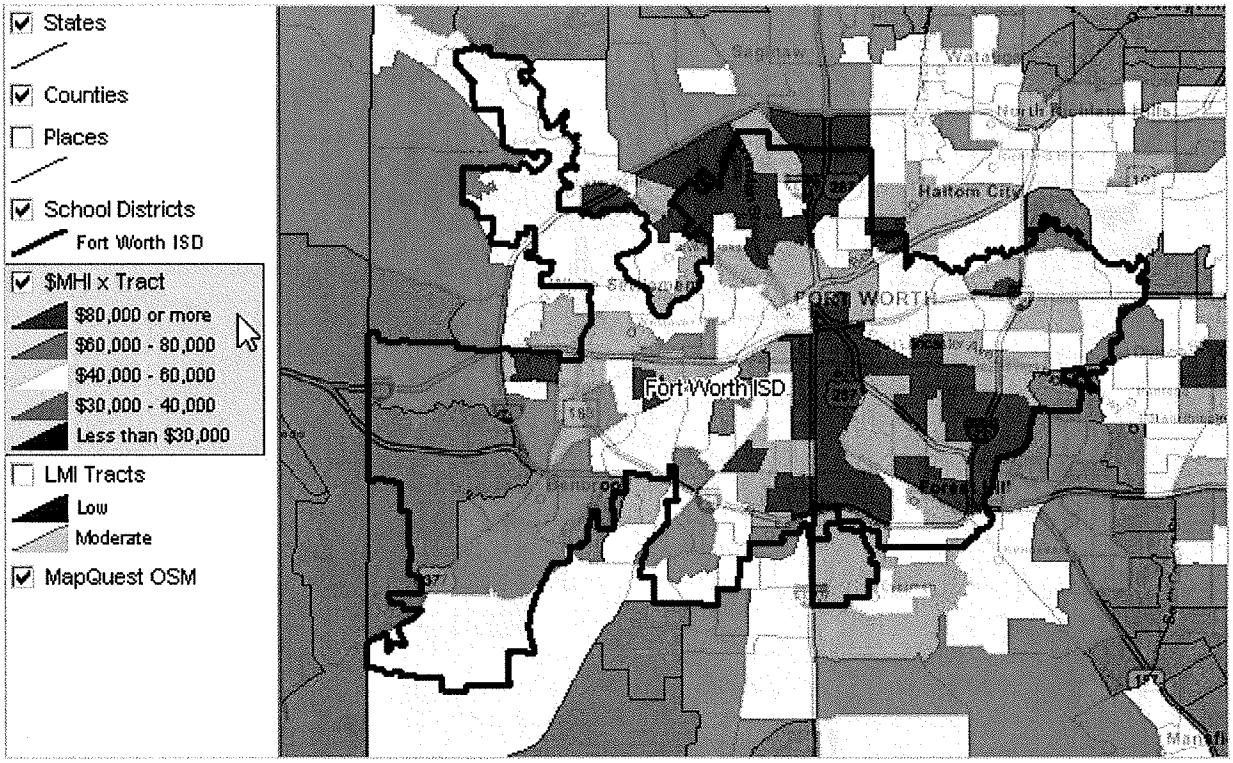
## Hurst Euless Bedford Independent School District – Map 1




## Hurst Euless Bedford Independent School District – Map 2



## Fort Worth Independent School District



ATTACHMENT A 5—Teacher-Student Ratio

Provide the following:

State the teacher to student ratio to be maintained. If different grades will have different ratios, so state and provide the information per each grade.

ATTACHMENT A-5 Teacher /Student Ratio

Provide the following:

State the teacher student ratio to be maintained. If different grades will have different ratios, so state and provide the information per each grade.

Bridgeway Preparatory Academy will have the following student teacher ratio:

**PK3-4** one teacher and one instructional aide per 26 students,

**K-2** one teacher and one floating instructional aide for three classes, and

**3-5** One teacher per 26 students and a floating aide across three classes with two certified teachers per core subject (English/Reading, Math, Science, and Social Studies)

Our priority and ultimate goal is to have a 1 to 13 ratio with two certified teachers per class grades 1-5.

Provide the following:

Using the template provided at http://tea.texas.gov/charterapp.aspx, provide a sample scope and sequence for one foundation course for each division of grade levels, or portion thereof, the applicant proposes to serve: grades K-5, grades 6-8, and/or grades 9-12. If proposing to serve grades K-5, the applicant shall submit a sample scope and sequence for a third grade foundation subject. If proposing a grade 6-8 program, the applicant shall submit a sample scope and sequence from a foundation subject in grade seven or eight. A proposal to serve grades 9-12 shall include a sample scope and sequence from a ninth or tenth grade foundation course. The scope and sequence shall identify course outcomes and how they align to the Texas Essential Knowledge and Skills (TEKS). It should also provide three (3) sample lessons, which reference the TEKS they are aligned with. It is not necessary to submit a complete curriculum or TEKS alignment for all subjects and grades that the proposed charter will serve.

Based on the grade offerings proposed, the applicants could be required to submit one, two, or three separate scope and sequence documents in response to this attachment.

GEN TWENTY 22 TWO

# CURRICULUM SCOPE & SEQUENCE

Unit Planning Template

| | |
|---|---|
| *Charter Name:* | Bridgeway Preparatory Academy |
| *Subject/Course Title:* | Science |
| *Grade Level:* | 3rd |
| *Prepared By:* | Joanette Woods |

**Student Expectations/Learning Outcomes**
*Describe what the student should be able to know and do by the end of the unit*

Bridgeway Preparatory Academy understands students have many unique ways of learning. These lessons focus on "Rocks and Their Properties" from the Universal Design for Learning Framework. The Universal Design for Learning is based from CAST's research which relates to three primary brain networks (recognition network, strategic network, and affective network). These networks function in the roles of understanding and the ability to promote learning stimuli. This unique framework provides the teacher with the "what" of learning (perception language, expression, and symbols), the "how" of learning (physical action, expression and communication, and executive function), and the "why" of learning (recruiting interest, sustaining effort and persistence, self-regulation). This framework guides students to successful classroom learning outcomes.
Each student has their own unique learning preference and with this framework every lesson provides strategies for catering to all learners.

(Know)-Students should be able to:
A. Recognize the three rock formation processes
B. Understand how the relative hardness of rocks can be tested using simple tools
C. Remember one characteristic applied to categorizing rocks

(Do)-Students should be able to:
A. Communicate results of their explorations of rock samples with others
B. Describe the natural processes that create metamorphic rocks
C. Build their investigative skills and increase their content knowledge of major concepts in Rocks and Their Properties

**Necessary Knowledge & Skills**
*Detail the foundation knowledge & skills required for this unit. Indicate how knowledge and skill gaps will be assessed and addressed; describe how prior knowledge will be activated through lessons and activities, as appropriate.*

The foundation knowledge and skills required for this lesson is as followed:
1. The ability to present options to make information accessible to all students
2. Varied strategies and techniques to reach all students
3. Motivational options to ensure that all students can be engaged
4. Flexible classroom management techniques that increase opportunities for all students
Knowledge and skill gaps will be assessed with formative and an ongoing assessment. Teachers will be available to clear up any confusion students may have while examining rocks. An example of how a teacher may clarify any confusion a student has about the activity can be addressed (ie. fingernail and penny evaluation) one-on-one or collaboratively. Additionally, during the lessons closing enrichment the teacher is able to document which students seem confused and may need more guidance over the next few days.
Activating prior knowledge will come from the previous lesson the day before. Teacher's will use daily beginning

| | |
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| | enrichment activities to build upon new knowledge. This strategy will enable students to connect what they are learning to what they already should know. This process starts at the beginning of each lesson and last briefly to get students brains working and helping with transition for on class to the next. During the beginning enrichment the teacher stimulates the brain by giving learners a snapshot of the day's lesson to bring forth excitement.<br>Furthermore, going to UDLs three network systems, Representation, Action and Expression, and Engagement. As previously stated providing the teacher with the "what" of learning (perception language, expression, and symbols), the "how" of learning (physical action, expression and communication, and executive function), and the "why" of learning (recruiting interest, sustaining effort and persistence, self-regulation). |
| **Guiding Questions**<br>*include open-ended, succinct, challenging questions that will guide development of this unit.* | 1. What is your understanding of rock characteristics?<br>2. How would you explain the igneous rock formation process?<br>3. How do you think Native Americans made tools out of rocks?<br>4. Explain how some rocks are formed from volcanoes. |
| **Texas Essential Knowledge & Skills Allignment**<br>*Indicate the TEKS subject/course (e.g., Math, Grade 3 or English II) and Student Expectations should be provided and cited with the appropriate number, letter, Romanette, as applicable.* | §112.14. SCI.3(1)(A) Demonstrate safe practices as described in the Texas Safety Standards during classroom and outdoor investigations, including observing a schoolyard habitat;<br>§112.14. SCI.3(2)(A) Plan and implement descriptive investigations, including asking and answering questions, making inferences, and selecting and using equipment or technology needed, to solve a specific problem in the natural world;<br>§112.14. SCI.3(2)(D) Analyze and interpret patterns in data to construct reasonable explanations based on evidence from investigations.<br>§112.14. SCI.3(2)(F) Communicate valid conclusions supported by data in writing, by drawing pictures, and through verbal discussion.<br>§112.14. SCI.3(3)(A) In all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student.<br>§112.14. SCI.3(3)(C) Represent the natural world using models such as volcanoes or Sun, Earth, and Moon system and identify their limitations, including size, properties, and materials.<br>§112.14. SCI.3(3)(D) Connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists.<br>§112.14. SCI.3(4)(A) Collect, record, and analyze information using tools, including microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, wind vanes, rain gauges, pan balances, graduated cylinders, beakers, spring scales, hot plates, meter sticks, compasses, magnets, collecting nets, notebooks, sound recorders, and Sun, Earth, and Moon system models; timing devices, including clocks and stopwatches; and materials to support observation of habitats of organisms such as terrariums and aquariums. |
| **Materials & Resources**<br>*Identify the materials and resources that will be required for this unit. Indicate who will be providing them.* | Materials- The school will provide to each student all of the supplies and materials listed<br>• Paper<br>• Hand lens<br>• Rocks<br>• Pennies<br>• Crayons/colored pencils/markers/pencils<br>• Tape measurer<br>• Classroom compact scale |

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| | Resources<br>• Notebook/organizers<br>• Projector and projection screen<br>• Computer<br>• KWL Chart<br>• Videos |
| **Review**<br>*If a unit review will be provided, please describe the formate and nature of the review.* | This review process is the closing enrichment section of the lesson. This is where the whole class comes together and discuss significant learning from the lesson activities. Universal Design of Learning uses a design known as "Think, Pair, and Share" this system has the teacher pose a question, the students have partner discussions, and then the teacher invites a student volunteer to share with the whole class. It is vital the teacher gives students to opportunity to respond the questions. An example of open-ended questions that could be asked are as followed:<br>1. What is your understanding of rock characteristics?<br>2. How would you explain the igneous rock formation process?<br>3. How do you think Native Americans made tools out of rocks?<br>4. Explain how some rocks are formed from volcanoes. |
| **Next Steps**<br>*identify how you will ensure the continuous and cumlative growth of the scope of the curriculum and of the students who will participate in your curriculum* | Continuous and cumulative growth for the scope of curriculum will be ensured through communications with teachers and the Dean of Instruction and Curriculum. Feedback from student assessments (informal, formative, interim, and summative) will provide crucial data information as to where the Dean of Instruction and Curriculum needs to provide teacher enrichment. Through teacher enrichment, student growth will be ensured with excellent teaching strategies, reduced anxiety of exams through informal testing approaches, reteaching, and preparing profiles of growth and development on each learner. |

GEN TWENTY 22 TWO

# CURRICULUM SCOPE & SEQUENCE

Lesson Planning Template

*Charter Name:* Bridgeway Preparatory Academy

*Subject/Course Title:* Science

*Grade Level:* 3rd

*Prepared By:* Joanette Woods

*Example.*

**Instructional Strategies**- *Describe the Instructional Strategies for three (3) lessons, that would immerse students in innovative learning opportunities while also clearly providing students with opportunities to engage in the Texas Essential Knowledge and Skills (TEKS) standards.*

**Student Activities**- *Describe the Student Activities for reach lesson. Clearly indicate how the activities relate to the TEKS, how formative assessments will be made, and how the activities can be tiered or differentiated to accommodate different learning abilities.*

**Student Assessments**- *Describe the summative assessment(s) that will be used to allow students to demonstrate mastery of the identified standards and outcomes .*

LESSON ONE (1)- *instructional Strategies*

Lesson Description for the Day: Students will explore the linguistics of the three basic types of rocks, igneous, sedimentary, and metamorphic. Students will examine the rocks, share their findings, and explain what makes them look and feel different.

Beginning Enrichment: Teacher will ask the class questions that reflect on the previous day's learning objective to transition them in to today's lesson.

Introduce and Model New Knowledge: Summarize to classroom students they will be working in small groups to analyze and investigate the three essential types of rocks. Background history about the rock types will be provided before students begin examining them (Latin ignis meaning fire, sedimentary rocks are formed from the remains of living things, such as plants, dinosaur bones, plankton skeletons and clamshells, and metamorphic comes from the Greek words meta and morph. Meta means change and morph means form. So we get metamorphic meaning to change form).

Vocabulary:
1. Igneous Rock—Formed in the intense heat of the earth.
2. Sedimentary Rock—Formed by the deposition and subsequent cementation of that material at the Earth's surface and within bodies of water.
3. Metamorphic Rock—Start out as one type of rock and the intense heat and pressure of the Earth changes them into a different type of rock.

Thumb's Up-Thumb's Down: The teacher proposes a statement about rocks and the students should give a Thumb's-Up if they agree with the statement or a Thumb's Down' if they do not agree with the statement. This will encourage student discussion about the three types of rocks.

| | |
|---|---|
| | Exploration:<br>Hand out the igneous, sedimentary, and metamorphic rocks to students. Demonstrate how students will work in small groups (i.e. compare and contrast) and provide materials and resources to be used.<br><br>1. Students should use a hand lens to observe each rock closely, sketch the rocks on paper and write a brief description of what they have observed and identified.<br>2. Have students scratch the rocks with their fingernail and with a penny.<br>3. Have students weigh the rocks using their classroom compact scale, and measure each rock by using a tape measure (measure diameter).<br><br>Closing Enrichment<br>"Think, Pair, and Share": Ask students open-ended questions about other rock characteristics they should think about when examining the rocks (i.e., how shiny they are compared to each other, how angular, or possibly their degree of hardness). Encourage students to have partner discussions, and then invite student volunteers to share with the whole class. It is vital the teacher gives students the opportunity to respond to the questions |
| LESSON ONE (1)- *Student Activities* | • Beginning enrichment<br>• Thumb's Up-Thumb's Down<br>• Exploration<br>• Closing Enrichment |
| LESSON ONE (1)- *Student Assessments* | Closing Enrichment is an informal student assessment performed by the teacher. During the closing enrichment the teacher makes notes of which students seemed to have a difficult time with the lesson. Additionally, the teacher reviews and analyzing the data to make sound instructional decisions for the next lesson. Closing Enrichment is the last step initiated to analyze student daily performances. |
| LESSON TWO (2)- *instructional Strategies* | Lesson Description for the Day: Students will continue their exploration of the three basic types of rocks, igneous, sedimentary, and metamorphic. Students will use a KWL chart which entails information, What I Know, What I Want to Learn, What I Learned. Students will input their findings with in the KWL chart as a means to documenting their research.<br><br>Beginning Enrichment: Teacher will ask the class questions that reflect on the previous day's learning objective to transition them in to today's lesson.<br><br>Introduce and Model New Knowledge: Summarize to classroom students they will be working in small groups (3 to 5 per group) and using their KWL chart. This will allow for students to become familiar with this resource tool. The KWL chart is for student groups to write What they Know, What they Want to Learn, What they Learned.<br><br>Vocabulary:<br>4. Igneous Rock—Formed in the intense heat of the earth.<br>5. Sedimentary Rock—Formed by the deposition and subsequent cementation of that material at the Earth's surface and within bodies of water.<br>6. Metamorphic Rock—Start out as one type of rock and the intense heat and pressure of the Earth changes them into a different type of rock. |

| | |
|---|---|
| | Think Tanks:<br>Assign an igneous, a sedimentary, and or a metamorphic rock to student groups (four groups total). Group 1-3 have a rock and provides three supporting details related to the rock their group has and how it is formed. Group 4 will explore other rocks that can go in each of the basic rock types. Student group findings will be written on their KWL Chart. Teacher will hand out designated rocks types to each group.<br><br>Closing Enrichment<br>"Think, Pair, and Share": Ask students open-ended questions about how they came up with three supporting details with the rocks and how their rock was formed. It is vital the teacher gives each student the opportunity to volunteer and share their response to the questions. |
| LESSON TWO (2)- *Student Activities* | • Beginning enrichment<br>• Think Tanks<br>• Closing Enrichment |
| LESSON TWO (2)- *Student Assessments* | Closing Enrichment is an informal student assessment performed by the teacher. During the closing enrichment the teacher makes notes of which students seemed to have a difficult time with the lesson. Additionally, the teacher reviews and analyzes the data to make sound instructional decisions for the next lesson. Closing Enrichment is the last step initiated to analyze student daily performances. |
| LESSON THREE (3)- *instructional Strategies* | Lesson Description for the Day: Students will present their KWL Chart findings and their rock drawings of the three basic types of rocks, igneous, sedimentary, and metamorphic to the class. The KWL chart entails information, What I Know, What I Want to Learn, What I Learned. Students will present their final product in groups.<br><br>Beginning Enrichment: Teacher will ask the class questions that reflect on the previous day's learning objective to transition them in to today's lesson.<br>Introduce and Model New Knowledge: None for this lesson<br><br>Vocabulary:<br>7. Igneous Rock—Formed in the intense heat of the earth.<br>8. Sedimentary Rock—Formed by the deposition and subsequent cementation of that material at the Earth's surface and within bodies of water.<br>9. Metamorphic Rock—Start out as one type of rock and the intense heat and pressure of the Earth changes them into a different type of rock.<br><br>Group Presentations:<br>Independent practice among groups is encourage before presentations begin. Each group should have one team member who shares the rock they researched, one team member/s who shares the three supporting details about the rock, and a team member who presents how the rock is formed.<br><br>Closing Enrichment<br>"Think, Pair, and Share": Ask students open-ended questions about how they felt about working in groups and presenting in front of the class. It is vital the teacher gives each student the opportunity to respond the questions. |
| | • Beginning enrichment |

| | |
|---|---|
| LESSON THREE (3)- *Student Activities* | • Group Presentations<br>• Closing Enrichment |
| LESSON THREE (3)- *Student Assessments* | Closing Enrichment is an informal student assessment performed by the teacher. During the closing enrichment the teacher makes notes of which students seemed to have a difficult time with the lesson. Additionally, the teacher reviews and analyzing the data to make sound instructional decisions for the next lesson. Closing Enrichment is the last step initiated to analyze student daily performances. |

## Provide the following:

Admissions and enrollment policies, should include the following:

- The period (both the beginning and the ending dates) during which the applications for admissions will be accepted including a summary of the application process. See Texas Education Code (TEC) §12.117.
- Procedures to be followed in conducting a lottery when a grade or class is oversubscribed, including any exemptions from the lottery. Include whether the charter school will exercise the right to exempt from the lottery returning students, the siblings of returning students, and/or the children of the school's founders and staff (as long as the total number of students allowed constitutes only a small percentage of the total enrollment).
- The approximate date on which a lottery will be conducted, if required.
- Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.
- The non-discrimination statement to be included in the proposed school's admissions policy. See TEC §12.111(a)(5).
- Policies and procedures for the admission of students with documented history of a criminal offense, a juvenile court adjudication, or discipline problems under Subchapter A, Chapter 37. See TEC §12.111(a)(5)(A).
- Enrollment deadlines and procedures.

If the proposed school will specialize in performing arts, discuss whether applicants will be required to demonstrate artistic ability for admission to the school. TEC §12.111(a)(6) permits a charter school specializing in performing arts to have an admissions policy that requires a student to demonstrate artistic ability. In addition, TEC §12.1171 permits a charter school specializing in one or more performing arts to require an applicant to audition for admission to the school.

Admission Policy & Procedures
[BRIDGEWAY PREPARATORY ACADEMY]

Admission to Bridgeway Preparatory Academy (the "School") shall be open to all students who reside within the geographic boundaries stated in the open-enrollment charter of the school and who are eligible for admission in accordance with applicable law.

When making admissions decisions, the School does not discriminate against students on the basis of sex; national origin; ethnicity; religion; disability; academic, artistic, or athletic ability; or the district the child would otherwise attend under state law.

Admissions Eligibility

To be eligible for admission, the applicant or qualifying occupant specified by Texas Education Code §25.001(b) must generally reside within the geographic boundaries of the School. Bridgeway Preparatory Academy's geographic boundaries include: Dallas I.S.D., C.F.B. I.S.D., Lewisville I.S.D., Richardson I.S.D., Ft. Worth I.S.D., Arlington I.S.D., H.E.B. I.S.D., Coppell I.S.D., Plano I.S.D., Irving I.S.D., Cedar Hill I.S.D., DeSoto I.S.D., Duncanville I.S.D., Duncanville I.S.D., Ferris I.S.D., Garland I.S.D., Grand Prairie I.S.D., Grapevine-Colleyville I.S.D., Highland Park I.S.D., Lancaster I.S.D., Mesquite I.S.D., Richardson I.S.D, Sunnyvale I.S.D., Aledo I.S.D., Azle I.S.D., Birdville I.S.D., Carroll I.S.D., Castleberry I.S.D., Crowley I.S.D., Eagle Mountain Saginaw I.S.D., Everman I.S.D., Godley I.S.D., Keller I.S.D., Kennedale I.S.D., Lake Worth I.S.D., Northwest I.S.D., White Settlement I.S.D., and Mansfield I.S.D.,

To be eligible for [prekindergarten, student must be (3) or (4) prior to September 1 of the year the student starts prekindergarten] or [kindergarten, student must be (5) prior to September 1 of the year the student starts kindergarten].

Submission of Application Deadline

The School requires applicants to submit a completed application form in order to be considered for admission. The School's admission application period is from 07/31/2017 to 03/31/2018. The deadline to submit admissions applications for the next school year is 03/31/2019.

Bridgeway Preparatory Academy's application will include the following:

1. Name of Student
2. Birthday
3. Name of Parent/Guardian
4. Address
5. Home school district
6. Current grade and grade level requested for admission
7. Name of siblings attending/applying for admission

If necessary, a random admissions lottery will be held within one week of the deadline to submit admissions applications.

Admissions Lottery

A random admissions lottery will be conducted if the total number of applicants exceeds the number of open enrollment spaces. Each applicant will be assigned a number, and all numbers will be placed in a container and randomly drawn one number at a time by the Registrar or designee. Each applicant whose number is drawn will be offered admission. Notification will be made by e-mail and/or phone. Failure of an applicant to respond within 48 hours of the date of the telephone call or e-mail, or within three business days of a post-marked letter, will result in

withdrawal of his or her position from the application process. Parents notified by mail should call Principal immediately upon receipt of the notice in order to preserve their child's position in the lottery.

Once all spaces have been filled by the lottery, the remaining numbers will be drawn and the applicants assigned to these numbers will be placed on a waiting list in the order in which they were drawn. If a vacancy arises before the commencement of the school year, the individual on the waiting list with the lowest number assignment will be offered admission and then removed from the waiting list.

If an application is received after the application period has passed, the applicant's name will be added to the waiting list behind the names of the applicants who timely applied.

Secondary Boundary Admissions

If Bridgeway Preparatory Academy receives fewer applications than the number of open seats from primary boundary applicants, the remaining seats will be filled with students from the secondary boundary applicants. If there are less secondary boundary applicants than seats, the students will be assigned a seat in the order of the applications received. If there are more secondary applicants than available seats, after all primary applicants have been assigned seats, the remaining open seats will follow the same lottery process as above.

If Bridgeway Preparatory Academy receives more applications than available seats, then all primary boundary applicants will be entered into the random admissions lottery. After all primary boundary seats have been filled, and all primary boundary applicants have been placed on a waiting list, then all secondary boundary applicants will be entered into a lottery and placed on the waiting list.

If an application is received after the application period has passed, the applicant's name will be added to the waiting list behind the names of the applicants who timely applied.

Lottery Exemptions

As permitted by §100.1207(b) of Title 19 of the Texas Administrative Code and the federal guidance on charter schools, the following categories of applicants are exempted from the lottery and shall be exempted in the following order:

1. Returning students already admitted or attending the school;
2. Siblings of students already admitted to or attending the school, so long as the sibling's grade is not oversubscribed;
3. Children of employees of the school, so long as the total number of students allowed under this exemption constitutes only a small percentage of the school's enrollment; and
4. Children of founders of the school, so long as the total number of students allowed under this exemption constitutes only a small percentage of the school's enrollment.

Admission Notification

Families will be notified within 24 hours of the lottery or when a seat becomes available. Families will receive a phone call, email, and mailed letter informing them of their admission. If a student is going to enroll in Bridgeway Preparatory Academy the student's parent or guardian must accept enrollment within 3 school days of receiving notice of admission.

## Enrollment

Upon student enrollment, Bridgeway Preparatory Academy must receive the following documents within 30 days:

1. Verification of student identity
2. Immunization Records
3. Verification of Residency (see below)
4. School Records

## Texas Records Exchange (TREx)

Bridgeway Preparatory Academy will request records through TRex within 10 days of student enrollment, for any student who has previously attended a Texas public school.

## Proof of Residency

In order to ensure a student resides within the boundaries of Bridgeway Preparatory Academy, Bridgeway Preparatory Academy may request the following:

1. Utility bills
2. Lease or mortgage information
3. Tax records
4. Other sources or documents demonstrating residency

Bridgeway Preparatory Academy is committed to serving students who may be homeless. To ensure that all homeless students, are not stigmatized or segregated on the basis of their homeless status, Bridgeway Preparatory Academy will adopt policies and procedures to ensure a student's admission or current enrollment are not delayed or denied. Bridgeway Preparatory Academy will immediately enroll a homeless student even if the student is unable to produce the records normally required for enrollment.

Bridgeway Preparatory Academy may conduct home visits as necessary to confirm residency.

## Re-Enrollment

Students previously enrolled at Bridgeway Preparatory Academy who have withdrawn and wish to re-enroll are subject to policies and procedures outlined in this document, including submission of a new application, the lottery, and waitlist.

Provide the following:

Discipline policy addressing the following:

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

# Bridgeway Preparatory Academy
# STUDENT CODE OF CONDUCT
# 2018-2019

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Provide the following:

The code of conduct for the proposed school to address the gun-free school statute found in Texas Education Code (TEC) §12.131, requiring that the governing body of an open-enrollment charter school adopt a code of conduct for its district or for each campus.

The Gun-Free Schools Act (20 U.S. Code § 7151), as re-enacted by the Every Student Succeeds Act (ESSA) of 2015 (Public Law 114-95), requires a State receiving ESSA funds to have a state law in effect requiring local education agencies (LEAs) to expel any student who is determined to have bought a firearm to school or possessed a firearm at school, for a period of no less than one year. Local education agencies must annually report any expulsion in order to receive ESSA funds.

Charter operators that fail to adhere to the Gun-Free Schools Act are subject to forfeiture of ESSA funds.

Senate Bill 11, as enacted by the 84th Texas Legislature, revised the Texas Penal Code to allow concealed handgun license holders to carry concealed handguns onto the campuses of public higher education institutions or private or independent higher education institutions.

Applicants who propose to operate a charter campus on the premises of an institution of higher education MUST complete this attachment in order to demonstrate policies that will be compliant with the TEC §37.007.

Attachment E-4

Bridgeway Preparatory Academy will not be on a college campus and our student code of conduct addresses expulsion of students who bring weapons.

ATTACHMENT F 1 — Start-Up Plan Narrative

Provide the following:

A detailed narrative start-up plan for the school, specifying tasks, timelines, and responsible individuals. The plan should describe the segregation of duties as well as financial fraud and theft prevention.

This plan should align with the start-up budget in the Financial Plan Workbook *(Attachment F3)*.

Attachment F1- Start-Up Plan Narrative

Provide the following:
A detailed narrative start-up plan for the school, specifying tasks, timelines, and responsible individuals. The plan should describe the segregation of duties as well as financial fraud and theft prevention. This plan should align with the start-up budget in the Financial Plan Workbook *(Attachment F3).*

Bridgeway Preparatory Academy expects notification of approval between June and July of 2017. Upon notification the Texas Programs for Alternative Education/DBA Bridgeway Preparatory Academy will initiate preparation for the opening of school on August 15, 2018. A number of tasks will occur simultaneously including student/ staff recruitment, facilities procurement/ school operations, and marketing/fundraising. Following is the outline of the projects/tasks, responsible parties, and timelines that will be implemented to ensure a smooth transition for the zero year to school opening. Following are the individuals in charge of the outlined projects.

**Responsible Parties**

GB = Governing Board
CS = Chief Executive Officer/Superintendent
PR = Principal
DI = Dean of Instruction
AA = Administrative Assistant
LG = Legal Counsel
BS = Business Manager
MK = Marketing
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| Project | Staff | Begin | End | Memo |
|---|---|---|---|---|
| **Governing Board** | | | | |
| Board meeting for charter acceptance | GB | 7-2017 | 7-2017 | |
| Recruit/Nominate 2 Board Members | GB | 7-2017 | 8-2017 | |
| Approve Board nominees | GB | 8-2017 | 9-2017 | |
| Nominate and approve Board officers | GB | 9-2017 | 9-2017 | |
| Assign committee chairs/responsibilities | GB | 9-2017 | 9-2017 | |
| Founder steps down from governing Board | CS | 9-2017 | 9-2017 | |
| Approve CEO/Superintendent job Description | GB | 10-2017 | 10-2017 | |
| Approve Founder as CEO/Superintendent | GB | 10-2017 | 10-2017 | |
| Determine CEO/Superintendent Salary | GB | 10-2017 | 11-2017 | |
| Develop CEO/Superintendent Job performance | GB | 10-2017 | 10-2017 | Markers/Evaluation |
| Adopt School Policies and Procedures | GB | 11-2017 | 11-2017 | |
| Adopt School Employee Job Descriptions | GB | 11-2017 | 11-2017 | |
| School Board Training /GB, CS and PR | GB | 3-2018 | 3-2018 | |

**Narrative:** The governing board of Bridgeway Preparatory Academy was formulated in August of 2016. At the time of the formulation, all Bylaws, Articles and policies were approved. The board structure was finalized (meeting dates, times). Tax exempt status (501c3) was obtained. At the time of Board configuration, the Founder, Dr. Natalie Davenport was appointed president. It was documented in board minutes that when BPA is chartered, Dr. Davenport will step down from the board to take on the role of CEO/superintendent to oversee all start – up activities. Prior to her relinquishing the board position, an additional board member will be nominated and approved totaling seven members on the governing board.

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| Project | Staff | Begin | End | Memo |
|---|---|---|---|---|
| **Superintendent-Administrator Recruitment** | | | | |
| Finalize the organizational chart | CS GB | 10-2017 | 10-2017 | |
| Identify hiring committee to select principal, Dean | CS | 10-2017 | 10-2017 | CEO/S, parent, mentor |
| Fine tune and implement recruitment process | CS MK | 10-2017 | 10-2017 | |
| Interview and select final applicants | CS | 11-2017 | 11-2017 | Administrative team |
| Board meet and greet | CS GB | 11-2017 | 11-2017 | |
| Finalize contract and hire | CS | 12-2017 | 12-2017 | |
| Principal Begins duties | CS PR | 3-2018 | | Includes hiring Dean |
| Dean of instruction begins | CS PR | 5-2018 | | |

**Narrative:** The Administrative hiring team will consist of Dr. Davenport CEO/S, for Principal and CEO/S and Principal, for Dean of instruction. Our initial focus will be for a strong principal with experience in a Texas school, and a working knowledge of students with unique gifts, talents, learning, behavioral, social and emotional needs. Initially a hiring/recruitment strategy as outlined in the charter application will be implemented. Once this rubric has been completed (1 month), the recruitment process will begin. The team will reach out to nonprofit organizations, and the private and public school sector. Dr. Davenport will actively begin to utilize community connections, marketing/recruitment avenues and board affiliations to identify potential candidates for the principal position.

In October of 2017, we will post the position of principal on the school website and utilize social media outlets as a mechanism for candidates. We will also post on University graduate schools through Zip recruiter and with Indeed. By December 1, 2017 phase one of the hiring process will have been completed (resumes screened, phone interview, references) and the final applicants will be selected for phase two.

In phase two, applicants will be invited to a face-to-face interview. Once the final applicant is chosen, an informal meet and greet with Board members will occur. While Board members will not have a vote in the hiring process for the initial administrative position, they will have the opportunity to meet the applicant and voice approval or concerns. Once the meet and greet has been conducted, a job offer will be presented and any negotiations will happen prior to the acceptance of the position.

The date of employment of the Principal is March 1 2018. After employment is completed, the principal will participate in the interview of Dean/Assistant principal. The Dean of instruction will begin May 1st. Simultaneous to that projects for staff and student recruitment, marketing and school infrastructure will continue as outlined in the following charts and narratives.

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| Project | Staff | Begin | End | Memo |
|---|---|---|---|---|
| **Faculty /Staff Recruitment-Procurement** | | | | |
| Prioritize employee procurement | CS | 1-2018 | | |
| update recruitment strategies and implement | CS MK | 1-2018 | | App on website |
| Create employee matrix | CS PR | 3-2018 | 3-2018 | Prioritize staff hire |
| Refine the interview process | CS PR | 3-2018 | | |
| Design compensation, benefits , bonus structure | CS PR BS | 3-2018 | | Contract BS support |
| Begin district wide meet and greet campaign | CS PR | 3-2018 | | Community Partners |
| Develop interview schedule | CS PR | 3-2018 | | |
| Interview/hire key positions | CS PR | 3-2018 | | Dean/Admin |
| Interview teaching support staff | CS PR | 4-2018 | | |
| Hire teaching support staff | CS PR | 4-2018 | 5-2018 | |
| Hire Registrar/PEIMS | CS PR | 6-2018 | | |
| Instruction/Professional/support staff begin | CS PR | 8-2018 | | |

**Narrative:** A registrar/PEIMS clerk will be hired in June. This individual will accept applications, field phone calls, and support the Superintendent, Principal and Dean in accepting applications during open enrollment and then documenting student acceptance after that period.

| Project | Staff | Begin | End | Memo |
|---|---|---|---|---|
| **Facilities Procurement** | | | | |
| Facility –Identify & Secure, Lease | CS CB GB | 10-2016 | 8-2017 | |
| Facility Design | CS CM | 8-2017 | 10-2017 | |
| Building Permitting | CM | 10-2017 | 11-2017 | |
| Tenant Improvement - Bid & Award | CM GB | 11-2017 | 12-2017 | |
| Tenant Improvement Work (If Needed) | CM | 12-2017 | 4-2018 | |
| Conditional Use Permit (CUP) (If Needed) | CM | 5-2018 | 6-2018 | |
| Secure school furniture and materials | CS PR | 6-2018 | 7-2018 | |
| Tenant School Move in | CM CS PR | 6-2018 | 7-2018 | |
| Secure facilities Insurance | CS PR | 8-2018 | | |
| Start of School | CSPR | 8-2018 | | |

**Narrative:** Bridgeway Preparatory Academy has not yet secured the school site. Currently through the use of our broker, we have identified a church, vacant school building and day care center. Two of these facilities have intact classrooms and offices in need of minor repairs. We will have a facility leased by August of 2017. Our goal is to secure a space with minimal modifications required or one that is intact and ready to accept students. If modifications are needed the timeline is outlined above and within the application facilities section.

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| Project | Staff | Begin | End Date | Memo |
|---|---|---|---|---|
| **Student Recruitment/Enrollment** | | | | |
| Launch team Announce Application Plan | CS | 8-2016 | | Ongoing |
| Public Meeting held | CS | 9-2016 | 9-2016 | |
| Social, Print, Radio Media engaged | CS | 8-2016 | 8-2018 | |
| Began Fielding Calls | CS | 8-2016 | 8-2018 | |
| Refine Recruitment Strategy/timeline | CS MK PR | 3-2017 | | Ongoing |
| Implement Strategy | CS PR DI | 7-2017 | | Ongoing |
| Receive enrollment forms | CS | 11-2017 | 3-2018 | |
| Monitoring/revise strategy | CS PR | 1-2018 | | Ongoing |
| Implement Lottery protocol | CS PR | 3-2018 | | |
| Admit Students | CS PR | 3-2018 | | Ongoing |

**Narrative:** Bridgeway Preparatory Academy will begin accepting enrollment forms from 11/2017 until 3/2018. Once the enrollment period is complete we will begin to place students. If student enrollment does not exceed school spaces, all eligible students will be accepted. If applications exceed enrollment a lottery will be implemented. Marketing strategies will be implemented and refined throughout the enrollment period and after to continue to have a pool of applicants due to attrition.

| Project | Staff | Begin | End Date | Memo |
|---|---|---|---|---|
| **School Operations/Technology** | | | | |
| Develop Technology Plan | CS PR DI | 3-2018 | | ongoing |
| Procure staff/office technology | CS PR BS | 3-2018 | 7-2018 | |
| Procure student technology | CS PR DI | 3-2018 | 7-2018 | |
| Install technology | DI | 7-2018 | 8-2018 | |
| Initial Test run hardware | DI | 7-2018 | 8-2018 | |
| Install school software | DI | 7-2018 | 8-2018 | |
| Schedule Contractor Software installs | DI | 8-2018 | 8-2018 | |
| Final Test run | DI | 8-2018 | 8-2018 | |
| Beginning year tech meeting | CS PR DI | 8-2018 | 8-2018 | |
| Midyear tech analysis | CS PR DI | 2-2019 | 2-2019 | |
| End of school year tech analysis | CS PR DI | 7-2019 | 7-2019 | |

**Narrative:** Because the Bridgeway Preparatory Academy instructional program relies heavily on technology, a plan will be developed to ensure that all technology is implemented in a manner to consistently support the educational and administrative process. Technology meetings between software, hardware providers, and staff will be ongoing throughout the year. For the first year, technology for the school will include computers for each teacher, a computer per classroom station (3 per class) and one-two computer labs (26 computers per lab).

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| Project | Staff | Begin | End Date | Memo |
|---|---|---|---|---|
| **School Operations/Curriculum, Assessment** | | | | |
| Team affirms Academic Vision | DI PR CS | 7-2018 | 8-2018 | |
| Teachers receive a PO for classroom materials | DI BS | 8-2018 | 8-2018 | |
| Purchase classroom supplies and materials | DI | 8-2018 | 8-2018 | With teachers |
| Class and vertical alignment of curriculum | DI | 5-2018 | 8-2018 | |
| Implementation of Plan.edu | DI | 8-2018 | | Ongoing |
| Develop co teaching teams | DI | 7-2018 | 8-2018 | |
| Develop scope and sequence per subject | DI PR | 5-2018 | 8-2018 | |
| Schedule data cycle meetings and assessments | DI PR | 8-2018 | 8-2018 | With teaching staff |
| Schedule peer evaluations/observations | DI PR | 8-2018 | 8-2018 | With teaching staff |
| Initial Assessment Instruments purchase | DI BS | 8-2018 | 8-2018 | |

**Narrative**: The Bridgeway Preparatory Academy instructional team will meet to implement the academic vision of the school by developing class and vertical alignment of the curriculum and identifying web based and project based activities. Co-teaching teams will be assigned; data cycle, professional development and peer observation meetings will be scheduled.

| Project | Staff | Begin | End Date | Memo |
|---|---|---|---|---|
| **School Operations/Professional Development** | | | | |
| Teachers return letters of acceptance | PS | 5-2018 | 5-2018 | |
| Professional development schedule completed | CS PR DI | 5-2018 | | Presenters secured |
| Faculty meet and greet | CS PR DI | 7-2018 | | Pre orientation |
| PD schedule per teacher/department provided | DI | 7-2018 | 7-2018 | |
| Teachers sign stipend contracts | PR BS | 7-2018 | 7-2018 | |
| Professional development | CS PR DI | 7-2018 | 8-2018 | |
| PD rating and needs assessment completed | DI | 8-2018 | 8-2018 | |
| PD teams, goals schedules implementation | DI | 8-2018 | 8-2019 | |

**Narrative:** Professional development will vary. Initially, professional development will occur for all teachers to implement the various school curricula. This will occur in July and August of 2018. Teachers will be provided with a stipend for their July attendance and must have a signed contract to participate. In August, professional development will continue along with internal team professional development. A schedule of online professional development opportunities will be initiated at the beginning of the year as well. Bridgeway Preparatory Academy will eventually establish a trainer of trainers model of professional development in key program areas.

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| Project | Staff | Begin | End Date | Memo |
|---|---|---|---|---|
| **School Operations/Finance** | | | | |
| Establish Protocol for financial transactions | CS PR BS | 5-2018 | 7-2018 | |
| Meet with business, finance to develop purchase processes and policy | CS PR BS | 5-2018 | 7-2018 | |
| Create documentation (forms) purchase requisitions, employee expense forms, | BS | 5-2018 | 7-2018 | |
| Identify check writers, signers, bank reconciliatory and credit card users | CS PR BS | 5-2018 | 7-2018 | |
| Document, finalize cash flow procedures | BS | 5-2018 | 5-2018 | |
| Provide RFQ for accounting services | BS | 5-2018 | 7-2018 | |
| Interview accounting applicants | CS BS | 6-2018 | 7-2018 | |
| Select accounting applicant | CS BS | 7-2018 | | |
| Board approval of financial accounting firm | GB | 8-2018 | | |
| Develop assumptions re title programs | BS PR CS | 8-2018 | | |
| Estimate NSLP, Transportation reimbursement | BS PR | 8-2018 | | Consulting Firm |
| Calculate federal, private, local funds availability | BS PR | 8-2018 | | Consulting Firm |

**Narrative:** Bridgeway Preparatory Academy has established a bank account with a TEA approved lender. With the opening of the school a requisition process will be implemented. All purchases will be made only after a purchase order has been signed by the principal and approved by the superintendent. Receipt of all products will require a secondary signature documenting receipt of said item. All purchases over $250.00 will be inventoried and tracked. Checks will be prepared by a designated individual and will then be approved by the superintendent. A scanned copy of all transactions will be kept on a computer file. Checks over $10,000.00 will be signed by two people, Superintendent and finance manager.

Bridgeway Preparatory Academy will undergo an independent audit each year as a condition of generally accepted accounting principles (GAAP) to ensure clarity in the communication of all financial information. As well, we will comply with all state and federal laws regarding procurement and accounting of all pubic funds. Bridgeway Preparatory will adhere to policies in accordance with FASRG that include the use of credit cards, expense reimbursements, whistle blower and fraud reporting, and auditing.

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| Project | Staff | Begin | End Date | Memo |
|---|---|---|---|---|
| **School Operations/Fundraising** | | | | |
| Identify key community partners | CS MK PR | 8-2016 | | ongoing |
| Develop a Publicity Campaign | CS MKPR | 8-2016 | 8-2018 | |
| Schedule Socials Identify key partners | CS MKPR | 7-2017 | | ongoing |
| Meet with the key community partners | CS MKPR | 7-2017 | | ongoing |
| Develop community partnerships | CS MK PR | 8-2016 | | ongoing |
| Develop outcome measures | CS MK PR | 7-2017 | | |
| Monitor fundraising goals | CS PR BS | 8-2016 | | ongoing |

**Narrative:**
Bridgeway Preparatory Academy will implement aggressive fundraising activities with a $500,000 - $1,000,000 yearly donation/grant goal. With the assistance of our marketing team, the superintendent and principal will conduct ongoing campaigns to introduce the community to the educational opportunity for families. Our goals will be developed yearly and outcome measures realigned with the giving community atmosphere.

| Project | Staff | Beginning | End Date | Memo |
|---|---|---|---|---|
| **School Operations/Enrollment-Scheduling** | | | | |
| Develop school /class schedule | DI PR | 8-2018 | | |
| Identify student enrollment by grade | DI PR | 8-2018 | | |
| Identify student enrollment characteristics | DI PR | 8-2018 | | |
| Develop placement matrices | DI PR | 8-2018 | | |
| Assign students | DI | 8-2018 | | With Scheduler |
| Provide classroom enrollment to teachers | DI | 8-2018 | | |
| Liaison welcome families by phone | PR DI | 3-2018 | | ongoing |
| Teachers initial phone intro to parents | DI AA | 8-2018 | | |
| Bilingual letter to parents | DI AA | 8-2018 | | |
| Family home visits teacher and team member | DI | 9-2018 | 10-2-18 | |
| Family BPA Welcome orientation | CS PR | 8-2018 | 8-2018 | |
| | | | | |

**Narrative:** We will accept applications during the enrollment period. At the closing of the enrollment period if applications exceed spaces a lottery will be implemented. Once accepted, families will receive a welcome call from the teacher and liaison. The community liaison will begin the needs assessment, per student, after acceptance. A welcome letter will be sent to families along with a schedule for orientation.

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AA = Administrative Assistant
LG = Legal Counsel
BS = Business Manager
MK = Marketing
CM = Construction Management
BK = Commercial Broker

| Project | Staff | Begin | End Date | Memo |
|---|---|---|---|---|
| **School Operations/Special Ed/504/ESL** | | | | |
| Teacher/Coordinators hired | CS, PR | 5-2018 | 5-2018 | |
| Coordinators review accepted applications | CS, DI | 8-2018 | | ongoing |
| Identify and requisition any specific equipment | CS, DI | 8-2018 | | ongoing |
| Identify and schedule transportation needs | CS, DI | 8-2018 | | ongoing |
| Begin Needs Assessments | CS | 8-2018 | | *CLT Ongoing |
| Compile Audit Folders | DI | 8-2018 | 8-2018 | Instructional Aide |
| Conduct Transfer/Placement ARDS | DI | 8-2018 | | ongoing |
| Conduct 504 Meetings | DI | 8-2018 | | ongoing |
| Complete Student Roster | DI | 8-2018 | | ongoing |

*Community Learning Team

**Narrative:** After enrollment student rosters will be developed. When information is not available, calls will be made to schools to obtain records and information. With parent permission, we will also invite previous school staff and community agencies to the placement ARD. Interim ARDS will be held as soon as initial documentation is provided (parent enrollment, previous ARD information). The paperwork for 504 placement will be reviewed and meetings will be held accordingly. LPAC meetings will be held for each student within the legal time frame as well. A class roster will be developed for each teacher with their caseload. This caseload will remain the responsibility of the designated teacher/instructional assistant throughout the school year.

| Project | Staff | Begin | End Date | Memo |
|---|---|---|---|---|
| **School Operations/Extra Curricular Programs** | | | | |
| Extra Curricular liaison/School staff member assigned (teacher, instructional assistant etc…) | PR | 8-2018 | 8-2018 | Liaison to manage remaining tasks |
| Meetings with program representatives | PR | 8-2018 | 8-2018 | Liaison |
| Extra Curricular program schedule developed | PR | 8-2018 | 9-2018 | Liaison |
| Program implementation/materials secured | PR | 8-2018 | 9-2018 | Liaison |
| Extracurricular student sign up | PR | 8-2018 | 9-2018 | Liaison |
| Extracurricular programs begin | PR | 9-2018 | | Liaison |

**Narrative:** A school staff member will be appointed to the extracurricular liaison duties the first year. In subsequent years, an individual will be hired on a part time basis. Responsibilities include the program start up for each after school activity, including promoting the activities to students and families, developing the schedule, identifying materials and logistics of placement of the activity.

**Responsible Parties**

GB = Governing Board
CS = Chief Executive Officer/Superintendent
PR = Principal
DI = Dean of Instruction
AA = Administrative Assistant

LG = Legal Counsel
BS = Business Manager
MK = Marketing
CM = Construction Management
BK = Commercial Broker

| Project | Assigned | Beginning | End Date | Memo |
|---|---|---|---|---|
| **School Operations/Contract Personnel** | | | | |
| Identify needed contract personnel | CS, PR | 7-2017 | 8-2018 | |
| Send RFP | BS | 3-2018 | 7-2018 | |
| Close RFP Window | BS | 9-2018 | | |
| Select Panel for initial Review | BS | 7-2018 | | |
| Interview finalist | CS, PR | 7-2018 | 9-2018 | May be ongoing |
| Finalists reference review | CS, PR | 5-2018 | 9-2018 | |
| Present finalist to the Board | CS | 5-2018 | 9-2018 | |
| Board approval | GB | 5-2018 | 10-2018 | |
| Develop Contract | BS LG | 5-2018 | 9-2018 | |
| Sign Contracts | GB | 5-2018 | 10-2018 | |
| Complete service delivery logistics | PR | 8-2018 | 10-2018 | |
| Contract Services begin | PR CS | 5-2018 | | ongoing |

**Narrative:** Contract services will be identified and Requests for Proposal will be developed and posted on our website. Once the contracts have been presented, the governing board will approve those vetted and presented by the CEO/Superintendent. The logistics of contract implementation will be the responsibility of the school principal, business manager consultant and dean of instruction.

| Project | Assigned | Begin | End Date | Memo |
|---|---|---|---|---|
| **School Operations/School Based Health Center** | | | | |
| Develop an MOU with Synergy Center | LG CS BS | 10-2018 | 10-2018 | |
| Develop Lease for Synergy Center | LG, CS, BS | 10-2018 | 10-2018 | |
| Sign lease agreement with Synergy Center | CS BS LG | 10-2018 | 10-2018 | |
| Approve Lease | GB | 11-2018 | 11-2018 | |
| Identify Space and Circulation Logistics | CS PS | 10-2018 | 10-2018 | |
| Move in date | CS PS | 12-2018 | 12-2018 | |
| Media Marketing | CS, MK | 7-2017 | | On going |
| Private event with selected guest and parents | CS, MK | 12-2018 | 12-2018 | |
| Community Celebration of Center opening | CS,PR,MK | 1-2019 | 1-2019 | |

**Narrative:** Synergy Center for Wellness, a nonprofit mental health clinic will lease space from Bridgeway Preparatory Academy to provide school based and community mental health services. All services will be paid by the individual seeking assistance, their insurance or on a pro bono basis. The center will begin space renal after school begins, and a marketing campaign to inform the community will take place. The Bridgeway Preparatory Academy family will have a private open house to include students and their families. A community open house will take place at a later date. Synergy Center for Wellness will comply with any/all guidelines to operate a mental health center within a school.

ATTACHMENT F2—Budget Narrative

Provide the following:

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 or pledge letters from parents or other sources.

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.

Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

Provide a detailed year one cash flow contingency, in the event that revenue projections are not met in advance of opening.

# Attachment F2: Budget Narrative

Bridgeway Preparatory Academy's Pre-K programs will be half day programs with 26 students per class each morning and another 26 students in the afternoon. Because each Pre-K student is only attending Bridgeway for ½ day, they have all been counted in the funding estimates. Each Pre-K class will have a teacher and an aide.

Each K-2nd grade class will have 26 students with a teacher and a floating aide per grade in year 1 growing to 1 aide per class as budget allows projected in Year 4.

Each 3rd-5th grade class will have 26 students with 2 teachers during each core class period, the second of which could be a SpEd, ESL, GT or ABA teacher. Once budget allows, every class of 26 students will have one Regular Ed teacher and one SpEd teacher assigned to it all day projected in Year 4.

The estimated special population numbers have been budgeted at approximately 60% economically disadvantaged which has been used for our compensatory education forecasts, 28% ELL used to predict Bilingual/ESL numbers, and 50% special education. While we believe Bridgeway will have around 10% gifted & talented, we are budgeting for 3% as we recognize the funding cap on GT. We are holding the predicted special population percentages throughout the 5 years for this budgeting process.

**State Revenue:**

Year 1, Bridgeway Preparatory Academy will open its first campus in or near Farmers Branch, Texas with a target enrollment of 52 Pre-K 4 students (26 in the morning and 26 in the afternoon) and 78 students each in grades K-2nd. For a total of 286 students and using the special population % as discussed above plus a very low estimate of only 78% attendance to account for attendance rates in addition to undersubscription expected for a new program, the estimated State Revenues for Year 1 are $2,530,829.

| Year One – Campus 1 | Classes | Students |
|---|---|---|
| Pre-K 4 | 2 (1 am, 1 pm) | 52 |
| Kindergarten | 3 | 78 |
| 1st Grade | 3 | 78 |
| 2nd Grade | 3 | 78 |

Year 2, we will add Pre-K 3 classes for a total of 52 students (26 in the morning and 26 in the afternoon) and will add an additional classroom for Pre-K 4 for a total of 104 students, plus 78 students each in grades K-3rd, for a total of 468 students. Using the same special population % and the same attendance of 78%, the estimated State Revenues for Year 2 are $4,302,409.

| Year Two – Campus 1 | Classes | Students |
|---|---|---|
| Pre-K 3 | 2 (1 am, 1 pm) | 52 |
| Pre-K 4 | 4 (2 am, 2 pm) | 104 |
| Kindergarten | 3 | 78 |
| 1st Grade | 3 | 78 |
| 2nd Grade | 3 | 78 |
| 3rd Grade | 3 | 78 |

Year 3, Pre-K 3 will continue to serve 52 students, Pre-K 4 104 students but K will increase to 4 classes of 26, for a total of 104 to make room for the Year 2 Pre-K 4 students who would promote up. In addition, we will add a 1st grade class for a total of 104 students. 3rd-4th will be 78 students each for a total of 546 students on the Farmer's Branch campus. In addition, we are budgeting to open a 2nd campus in or near the Fort Worth area with a target enrollment of 52 Pre-K 4

students (26 in the morning and 26 in the afternoon) and 78 students each in grades K-2nd for a total of 286 students and a district total of 884 students. We are using the special population % the same as the 1st campus. By Year 3 it is our belief, that while the first Bridgeway Preparatory Academy will be developing a reputation in the area, since we have budgeted opening a second campus, we have help the attendance rate at 78% which generates State Revenues for Year 3 of $8,346,673.

| Year Three – Campus 1 | Classes | Students |
|---|---|---|
| Pre-K 3 | 2 (1 am, 1 pm) | 52 |
| Pre-K 4 | 4 (2 am, 2 pm) | 104 |
| Kindergarten | 4 | 104 |
| 1st Grade | 4 | 104 |
| 2nd Grade | 3 | 78 |
| 3rd Grade | 3 | 78 |
| 4th Grade | 3 | 78 |

| Year Three – Campus 2 | Classes | Students |
|---|---|---|
| Pre-K 4 | 2 (1 am, 1 pm) | 52 |
| Kindergarten | 3 | 78 |
| 1st Grade | 3 | 78 |
| 2nd Grade | 3 | 78 |

Year 4, campus one will maintain all grades at Year 3 levels, except for increasing 2nd to 104 and adding 5th grade at 78 students. The total campus student count would be adding 5th grade to be at a total enrollment of 702 students. The 2nd campus would mirror the 1st from Year 2 for a total of 468 students making the district total 1170. By Year 4, we are predicting the ability to maintain both campuses enrollment closer to capacity but have budgeted a still conservative attendance rate of 80% for a total State Revenue budget of $11,017,609.

| Year Four – Campus 1 | Classes | Students |
|---|---|---|
| Pre-K 3 | 2 (1 am, 1 pm) | 52 |
| Pre-K 4 | 4 (2 am, 2 pm) | 104 |
| Kindergarten | 4 | 104 |
| 1st Grade | 4 | 104 |
| 2nd Grade | 4 | 104 |
| 3rd Grade | 3 | 78 |
| 4th Grade | 3 | 78 |
| 5th Grade | 3 | 78 |

| Year Four – Campus 2 | Classes | Students |
|---|---|---|
| Pre-K 3 | 2 (1 am, 1 pm) | 52 |
| Pre-K 4 | 4 (2 am, 2 pm) | 104 |
| Kindergarten | 3 | 78 |
| 1st Grade | 3 | 78 |
| 2nd Grade | 3 | 78 |
| 3rd Grade | 3 | 78 |

Year 5, campus one will have 52 Pre-K 3 students, 104 in each grade Pre-K 4 through 1st and 78 each in 4th and 5th for a total of 728 students. Campus two will have 52 Pre-K 3 students, 104 in each grade Pre-K 4 through 1st and 78 each in 2nd – 4th for a total of 598 students and a district total of 1326. The revenue generated from these numbers, holding the conservative 80% attendance rate, will be $12,449,898.

| Year Five – Campus 1 | Classes | Students |
|---|---|---|
| Pre-K 3 | 2 (1 am, 1 pm) | 52 |
| Pre-K 4 | 4 (2 am, 2 pm) | 104 |
| Kindergarten | 4 | 104 |
| 1st Grade | 4 | 104 |
| 2nd Grade | 4 | 104 |
| 3rd Grade | 4 | 104 |
| 4th Grade | 3 | 78 |
| 5th Grade | 3 | 78 |

| Year Five – Campus 2 | Classes | Students |
|---|---|---|
| Pre-K 3 | 2 (1 am, 1 pm) | 52 |
| Pre-K 4 | 4 (2 am, 2 pm) | 104 |
| Kindergarten | 4 | 104 |
| 1st Grade | 4 | 104 |
| 2nd Grade | 3 | 78 |
| 3rd Grade | 3 | 78 |
| 4th Grade | 3 | 78 |

**Federal Revenue:**

In order to be as conservative as possible to assure ourselves that we have a fiscally reliable plan, we have included federal money for the National Lunch and Breakfast program, Title programs and IDEA at minimal levels.

**Local Revenue:**

The balance of the $130,000 loan that is not needed during Year 0 and another estimated $100,000 in locally resourced grants have been budgeted in Year 1 only. Rent from the Synergy center for Wellness and Champions have been included all five years at $1,000/month for each program.

**Personnel:**

The founder will be the Superintendent of the school and will also act as the Director of Special Programs until year 3. She has already committed to work for a significantly reduced rate until budgets allow, but for this purpose we have left her salary at the reduced rate for the whole five years. Positions have been budgeted with the expected/targeted student population in mind. To that point, in addition to the other campus leadership, each campus will employ an ESL Program Coordinator, Special Education Program Coordinator, 504 Program Coordinator, and a Parent Liaison to make sure that all the needs of the students are met at all times. See the HR Supplemental Forms to get more detailed information about each position's individual job duties. Total payroll and benefit costs are $1,717,043 in year one and increase to $7,220,651 in year 5 accounting for 58-60.5% of total expenses. Direct classroom Instructional payroll expenses are 65-81% of the total payroll costs with another 8-12% going to direct instructional program management.

**Contracted Services:**

In addition to an audit firm and any necessary legal expenses, BPA will contract with a food service company to provide healthy lunches every day and to assist in the compliance requirements of the National Lunch and Breakfast Program.

Additionally, we will contract for services required by the IEPs of our Special Education Students. While we do not know the exact costs for these services, a reasonable amount has been included to account for Diagnostician, Speech, PT, and OT services. Finally, BPA intends on outsourcing the bulk of the back office services to include payroll, accounting, student data management and the compliance requirements associated with those functions. This contract is estimated to be 3% of ADA based on discussions with service providers in the state. Total expenses forecasted for contracted services is $362,123 in year one growing to $1,555,525 in year five which accounts for 12.5-13% of total expenses.

**School Operations:**

We have attempted to capture everything that it will take to operate the classrooms and the administrative offices. We have used per classroom and per FTE assumptions to help us estimate these expenses. It is our hope that we have built in enough excess revenue over the budget period to account for anything we have missed. Expenses have been projected for basic classroom materials, computers to outfit the centers in each classroom (3 per room,) 1-2 computer labs per campus with 26 computers each, each teacher and administrative staff member to have a desk, chair and computer, each child to have a desk and chair, PE equipment and music equipment. See Attachment F3 for detailed assumptions. The total expenditures budgeted for Year 1 is $245,987 growing to $1,321,390 in Year 5. This accounts for 8.5-11% of the total budget.

**Facility Operation and Maintenance:**

Based on the recommendations and assumptions provided to us by a commercial realtor with experience in the Dallas-Fort Worth real estate market, BPA has estimated the costs associated with leasing a 50,000 sq ft facility in Year 1 to house the first campus and in adding a second campus of the same size in Year 3. The costs estimated are meant to capture all aspects of operating and maintaining these two buildings. Detailed assumptions and calculations can be found in Attachment F3. Total costs for year 1 are forecast to be $532,720 growing to $1,401,481 accounting for 12-18.5% of the total budget.

Detailed calculations have been included on the Assumptions tab in the Financial Workbook included in Attachment F3.

## Provide the following:

Using the template provided at http://tea.texas.gov/charterapp.aspx, complete the Financial Plan Workbook. Once complete, applicants are instructed to submit this attachment as follows:

> ***Hard Copy*** — print and provide only the Financial Plan Workbook Summary. This is the RED TAB in the Financial Plan Workbook;
>
> **AND**
>
> ***Electronic Submission***—The *entire* Financial Plan Workbook, will be submitted electronically as an MS Excel file.

It is important to budget conservatively and to consider that charter schools often have lower than anticipated attendance rates in the first five years of operation. Therefore, a reasonable planning estimate of $5,700 per student, which accounts for a daily attendance rate of 80%, should be used when planning and developing the budget.

Note: When using a school district as a baseline for supplemental HR forms, make sure the ISD used has the same or close to anticipated average daily attendance (ADA) that the proposed charter is projecting.

Applicants should be aware that the fiscal year of the charter school should end on August 31. Through a grant application process, federal funds may be available for up to 12 months of post-award planning and up to two years of implementation. However, start-up funds are available for no more than three years.

Actual funding depends on the number of eligible charters, the completion of a successful competitive charter grant application, and the continuation of funds from the United States Department of Education. Start-up funding is NOT to be used for budget purposes and, if awarded, will not be available to the sponsoring entity until the contract for charter has been executed, a county-district number has been assigned, and a grant application has been completed and negotiated.

The federal funds may then only be accessed after a request for reimbursement has been submitted. Generally, the federal funds may not be received until after the charter holder has demonstrated that it has incurred an expenditure that represents an allowable coast pursuant to the requirements of the federal award.

# Bridgeway Preparatory Academy

## New Applicaton Budget(s) & Cash Flow(s) Template

| | |
|---|---|
| Lead Applicant Name: | Dr. Natalie Davenort |
| Contact Email: | Ndavenport@spedservices.com |
| Contact Phone: | 972-243-4102 |
| | |
| Startup Fiscal Year End: | 2018 |
| Year One Fiscal Year End: | 2019 |
| Fiscal Year End Date: | June 30 |
| Total School Year Minutes: | 77,760 |

| | A | B | C | D | E |
|---|---|---|---|---|---|
| 1 | | **Bridgeway Preparatory Academy** | | | |
| 3 | | **Estimate of State Aid Entitlement Input** | 12/4/2016 14:59 | | |
| 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)** | 52.00 | | |
| 6 | | Kindergarten | 78.00 | | |
| 7 | | 1st Grade | 78.00 | | |
| 8 | | 2nd Grade | 78.00 | | |
| 9 | | 3rd Grade | - | | |
| 10 | | 4th Grade | - | | |
| 11 | | 5th Grade | - | | |
| 12 | | 6th Grade | - | | |
| 13 | | 7th Grade | - | | |
| 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 | **286.0** | | |
| 21 | | Total Number of High School Students Enrolled | - | | |
| 22 | | Percentage Rate of Attendance | **78%** | | |
| 24 | | **Special Education Data:** | | **Extended Year Service** | |
| 25 | | Number Enrolled in Homebound | | - | |
| 26 | | Number Enrolled in Hospital Class | - | - | |
| 27 | | Number Enrolled in Speech Therapy | **36.00** | - | |
| 28 | | Number Enrolled in Resource Room | - | - | |
| 29 | | Number Enrolled in Self-Contained Mild/Mod/Sev | - | - | |
| 30 | | Number Enrolled in Full-Time Early Childhood | - | - | |
| 31 | | Number Enrolled in Off-Home Campus | - | - | |
| 32 | | Number Enrolled in VAC | - | - | |
| 33 | | Number Enrolled from State Schools | - | - | |
| 34 | | Number Enrolled in Residential Care & Treatment | - | - | |
| 35 | | Number Enrolled in Mainstream | **107.00** | | |
| 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** | **9.00** | | |
| 44 | | **Number of Pregnancy Related Students Enrolled** | - | | |
| 45 | | **Number Enrolled in Bilingual/ESL** | **80.00** | | |
| 46 | | **Special Education Error Check** | | | |
| 47 | | **Career and Technology Error Check** | | | |
| 48 | | Available School Fund ADA | - | | |
| 49 | | Compensatory Education Enrollment | 174.00 | | |
| 50 | | Regular Program Transportation Allotment | - | | |
| 51 | | Special Education Program Transportation Allotment | | | |
| 52 | | Career and Technology Program Transportation Allotment | - | | |
| 53 | | **Transportation Total** | $ - | | |
| 54 | | | | | |

# Bridgeway Preparatory Academy
# ENROLLMENT and STUDENT POPULATION

| ENROLLMENT FISCAL YEAR END | 2019 | Data for following fiscal years must be based on reasonable estimates and projections. 2020 | 2021 | 2022 | 2023 |
|---|---|---|---|---|---|
| Pre-Kindergarten **(Enter 1/2 of actual enrollment because you will only be funded for 1/2 day per child)** | 52.00 | 156.00 | 208.00 | 312.00 | 312.00 |
| Kindergarten | 78.00 | 78.00 | 182.00 | 182.00 | 208.00 |
| 1st Grade | 78.00 | 78.00 | 182.00 | 182.00 | 208.00 |
| 2nd Grade | 78.00 | 78.00 | 156.00 | 182.00 | 182.00 |
| 3rd Grade | - | 78.00 | 78.00 | 156.00 | 182.00 |
| 4th Grade | - | - | 78.00 | 78.00 | 156.00 |
| 5th Grade | - | - | - | 78.00 | 78.00 |
| 6th Grade | - | - | - | - | - |
| 7th Grade | - | - | - | - | - |
| 8th Grade | - | - | - | - | - |
| 9th Grade | - | - | - | - | - |
| 10th Grade | - | - | - | - | - |
| 11th Grade | - | - | - | - | - |
| 12th Grade | - | - | - | - | - |
| **Total Number of High School Students Enrolled** | - | - | - | - | - |
| **Total Number of All Students Enrolled (Average Membership)** | **286.00** | **468.00** | **884.00** | **1,170.00** | **1,326.00** |
| **Average Daily Attendance (ADA)** | 223.08 | 365.04 | 689.52 | 936.00 | 1060.80 |
| Average Daily Attendance % | 78% | 78% | 78% | 80% | 80% |
| | Percent change YOY | 64% | 89% | 36% | 13% |

## STUDENT POPULATION

| **Special Education Data:** | 2019 | EYS 2019 | Data for following fiscal years must be based on reasonable estimates and projections. 2020 | EYS 2020 | 2021 | EYS 2021 | 2022 | EYS 2022 | 2023 | EYS 2023 |
|---|---|---|---|---|---|---|---|---|---|---|
| Number Enrolled in Homebound | - | - | - | - | - | - | - | - | - | - |
| Number Enrolled in Hospital Class | - | - | - | - | - | - | - | - | - | - |
| Number Enrolled in Speech Therapy | 36.00 | - | 58.50 | - | 110.50 | - | 146.25 | - | 165.75 | - |
| Number Enrolled in Resource Room | - | - | - | - | - | - | - | - | - | - |
| Number Enrolled in Self-Contained Mild/Mod/Sev | - | - | - | - | - | - | - | - | - | - |
| 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 | 107.00 | - | 175.50 | - | 331.50 | - | 438.75 | - | 497.25 | - |
| **Special Education Student Count (SPED)** | **143.00** | **-** | **234.00** | **-** | **442.00** | **-** | **585.00** | **-** | **663.00** | **-** |
| **Special Education Student Count %** | **50.00%** | | **50.00%** | | **50.00%** | | **50.00%** | | **50.00%** | |
| | Percent change YOY | | 64% | 0% | 89% | 0% | 32% | 0% | 13% | 0% |

| **Career and Technology (C&T) Data:** | 2019 | Advanced C&T FTE 2019 | 2020 | Advanced C&T FTE 2020 | 2021 | Advanced C&T FTE 2021 | 2022 | Advanced C&T FTE 2022 | 2023 | Advanced C&T FTE 2023 |
|---|---|---|---|---|---|---|---|---|---|---|
| Number Enrolled in One-hour Class | - | - | - | - | - | - | - | - | - | - |
| Number Enrolled in Two-hour Class | - | - | - | - | - | - | - | - | - | - |
| Number Enrolled in Three-hour Class | - | - | - | - | - | - | - | - | - | - |
| Number Enrolled in Four-hour Class | - | - | - | - | - | - | - | - | - | - |
| Number Enrolled in Five-hour Class | - | - | - | - | - | - | - | - | - | - |
| Number Enrolled in Six-hour Class | - | - | - | - | - | - | - | - | - | - |
| **Career & Technology Students Enrolled** | - | - | - | - | - | - | - | - | - | - |
| **% of Career & Technology Students** | | | | | | | | | | |
| | Percent change YOY | | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |

| | 2019 | Data for following fiscal years must be based on reasonable estimates and projections. 2020 | 2021 | 2022 | 2023 |
|---|---|---|---|---|---|
| **Number Gifted and Talented Students Enrolled** | 9.00 | 14.04 | 26.52 | 35.10 | 39.78 |
| % of Gifted and Talented Students Enrolled | **3.15%** | **3.00%** | **3.00%** | **3.00%** | **3.00%** |
| **Number of Pregnancy Related Students** | - | - | - | - | - |
| % of Pregnancy Related Students Enrolled | | | | | |
| **Number of Students Enrolled in Bilinguel/ESL** | 80.00 | 131.04 | 247.52 | 327.60 | 371.28 |
| % of Students Enrolled in Bilinguel/ESL | **27.97%** | **28.00%** | **28.00%** | **28.00%** | **28.00%** |
| **Special Education Error Check** | | | | | |
| **Career and Technology Error Check** | | | | | |
| Available School Fund ADA | - | - | - | - | - |
| Comensatory Education Enrollment | 174.00 | 285.48 | 539.24 | 713.70 | 808.86 |

## Transportation

| | 2019 | 2020 | 2021 | 2022 | 2023 |
|---|---|---|---|---|---|
| Regular Program Transportation Allotment | $ - | $ - | $ - | $ - | $ - |
| Special Education Program Transportation Allotment | $ - | $ - | $ - | $ - | $ - |
| Career and Technology Program Transportation Allotment | $ - | $ - | $ - | $ - | $ - |
| **Transportation Total** | $ - | $ - | $ - | $ - | $ - |
| | Percent change YOY | 0% | 0% | 0% | 0% |

12/4/2016 14:59

# Bridgeway Preparatory Academy

| Position Description | Position Category (Categories Match Up to the Categories on the Five Year Budget) | Year Count | Startup | Number of FTE Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | NOTES | Startup | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | FYE | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
| | | Starting Salary | # of FTE | # of FTE | # of FTE | # of FTE | # of FTE | # of FTE | | | Yearly Raise % | | | | |
| | | | | | | | | | | 0.00% | 0.00% | 2.00% | 2.00% | 2.00% | 2.00% |
| CEO/Superintendent | Executive Management | $ 30,000 | 0.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | Founder will work for no salary and will also be | $ - | $ 30,000 | $ 30,600 | $ 31,212 | $ 31,836 | $ 32,473 |
| Director of Operations & Compliance | Operation / Business Manager | $ 75,000 | 0.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | Start 7/1/18 (no budget during start-up) | $ - | $ 75,000 | $ 76,500 | $ 78,030 | $ 79,591 | $ 81,182 |
| Director Of Special Programs | Deans, Directors & Coordinators | $ 75,000 | 0.0 | 0.0 | 0.0 | 1.0 | 1.0 | 1.0 | This roll will be covered by the Superintendent | $ - | $ - | $ - | $ 78,030 | $ 79,591 | $ 81,182 |
| Principal | Instructional Management | $ 72,000 | 0.2 | 1.0 | 1.5 | 2.0 | 2.0 | 2.0 | Start 3/1/18 (25% time) (100% time) 6/1/18 | $ 16,500 | $ 72,000 | $ 110,160 | $ 149,818 | $ 152,814 | $ 155,870 |
| Business Manager | Operation / Business Manager | $ 55,000 | 0.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | Start 7/1/18 (no budget during start-up) | $ - | $ 55,000 | $ 56,100 | $ 57,222 | $ 58,366 | $ 59,534 |
| Extracurricular Program Liaison | Other - Administrative | $ 40,000 | 0.0 | 0.0 | 0.0 | 1.0 | 1.0 | 1.0 | start 8/1/18 (no budget during start-up) | $ - | $ - | $ - | $ 41,616 | $ 42,448 | $ 43,297 |
| Dean of Instruction & Curriculum | Deans, Directors & Coordinators | $ 60,000 | 0.2 | 0.5 | 1.0 | 1.0 | 1.0 | 1.0 | Start 3/1/18 (25% time) (100% time) 6/1/18 | $ 13,750 | $ 30,000 | $ 61,200 | $ 62,424 | $ 63,672 | $ 64,946 |
| Assistant Principal | Instructional Management | $ 60,000 | 0.0 | 0.5 | 1.0 | 2.0 | 2.0 | 2.0 | Start 8/1/18 (no budget during start-up) | $ - | $ 30,000 | $ 61,200 | $ 124,848 | $ 127,345 | $ 129,892 |
| ESL Program Coordinator | Deans, Directors & Coordinators | $ 50,000 | 0.0 | 0.3 | 0.5 | 1.0 | 1.0 | 1.0 | Start 7/15/18 (no budget during start-up) | $ - | $ 16,500 | $ 25,500 | $ 52,020 | $ 53,060 | $ 54,122 |
| Special Education Program Coordinator | Deans, Directors & Coordinators | $ 50,000 | 0.0 | 0.3 | 0.5 | 1.0 | 1.0 | 1.0 | Start 7/15/18 (no budget during start-up) | $ - | $ 16,500 | $ 25,500 | $ 52,020 | $ 53,060 | $ 54,122 |
| 504 Program Coordinator | Deans, Directors & Coordinators | $ 50,000 | 0.0 | 0.3 | 0.5 | 1.0 | 1.0 | 1.0 | Start 7/15/18 (no budget during start-up) | $ - | $ 16,500 | $ 25,500 | $ 52,020 | $ 53,060 | $ 54,122 |
| Receptionist | Other - Administrative | $ 22,800 | 0.0 | 1.0 | 1.0 | 2.0 | 2.0 | 2.0 | Start 8/1/18 (no budget during start-up) | $ - | $ 22,800 | $ 23,256 | $ 47,442 | $ 48,391 | $ 49,359 |
| | | | | | | | | | | $ - | $ - | $ - | $ - | $ - | $ - |
| Parent Liaison | Administrative Staff | $ 37,000 | 0.0 | 1.0 | 1.5 | 2.0 | 2.0 | 2.0 | Start 7/1/18 (no budget during start-up) | $ - | $ 37,000 | $ 56,610 | $ 76,990 | $ 78,529 | $ 80,100 |
| Registrar/PEIMS/Attendance | Other - Administrative | $ 35,000 | 0.2 | 1.0 | 1.0 | 2.0 | 2.0 | 2.0 | Start 6/1/18 | $ 5,833 | $ 35,000 | $ 35,700 | $ 72,828 | $ 74,285 | $ 75,770 |
| Regular Ed Teacher | Teachers - Regular | $ 48,000 | 0.0 | 10.0 | 15.0 | 30.0 | 39.0 | 45.0 | Start 8/1/18 (no budget during start-up) | $ - | $ 480,000 | $ 734,400 | $ 1,498,176 | $ 1,986,581 | $ 2,338,053 |
| Special Education Teacher | Teachers - SPED | $ 50,000 | 0.0 | 3.0 | 5.0 | 10.0 | 18.0 | 22.0 | Start 8/1/18 (no budget during start-up) | $ - | $ 150,000 | $ 255,000 | $ 520,200 | $ 955,087 | $ 1,190,675 |
| GT Teacher | Specialty Teachers | $ 49,000 | 0.0 | 0.5 | 1.0 | 2.0 | 2.0 | 2.0 | Start 8/1/18 (no budget during start-up) | $ - | $ 24,500 | $ 49,980 | $ 101,959 | $ 103,998 | $ 106,078 |
| ESL Teacher | Specialty Teachers | $ 49,000 | 0.0 | 1.0 | 1.0 | 2.0 | 2.0 | 2.0 | Start 8/1/18 (no budget during start-up) | $ - | $ 49,000 | $ 49,980 | $ 101,959 | $ 103,998 | $ 106,078 |
| Specials Teacher | Specialty Teachers | $ 48,000 | 0.0 | 3.0 | 5.0 | 8.0 | 10.0 | 10.0 | Start 8/1/18 (no budget during start-up) | $ - | $ 144,000 | $ 244,800 | $ 399,514 | $ 509,380 | $ 519,567 |
| ABA Specialist | Specialty Teachers | $ 50,000 | 0.0 | 0.5 | 1.0 | 1.5 | 2.0 | 2.0 | Start 8/1/18 (no budget during start-up) | $ - | $ 25,000 | $ 51,000 | $ 78,030 | $ 106,121 | $ 108,243 |
| Instructional Assistant | Teaching Assistants | $ 22,800 | 0.0 | 4.0 | 7.0 | 18.0 | 27.0 | 29.0 | Start 8/1/18 (no budget during start-up) | $ - | $ 91,200 | $ 162,792 | $ 426,980 | $ 653,280 | $ 715,704 |
| Custodian | Custodian | $ 15,200 | 0.0 | 1.0 | 1.0 | 2.0 | 2.0 | 2.0 | Start 8/13/18 (no budget during start-up) | $ - | $ 15,200 | $ 15,504 | $ 31,628 | $ 32,261 | $ 32,906 |
| Nurse | Nurse | $ 48,000 | 0.0 | 1.0 | 1.0 | 2.0 | 2.0 | 2.0 | Start 8/1/18 (no budget during start-up) | $ - | $ 48,000 | $ 48,960 | $ 99,878 | $ 101,876 | $ 103,913 |
| Imbedded Substitute Teacher | Substitute Teachers | $ 30,000 | 0.0 | 1.0 | 2.0 | 4.0 | 4.0 | 4.0 | Start 8/1/18 (no budget during start-up) | $ - | $ 30,000 | $ 61,200 | $ 124,848 | $ 127,345 | $ 129,892 |
| Cafeteria Worker | Other - Non-Instructional | $ 13,320 | 0.0 | 1.5 | 1.5 | 3.0 | 3.0 | 3.0 | Start 8/13/18 (no budget during start-up) | $ - | $ 19,980 | $ 20,380 | $ 41,574 | $ 42,406 | $ 43,254 |
| | | | | | | | | | | $ - | $ - | $ - | $ - | $ - | $ - |
| | | | | | | | | | | $ - | $ - | $ - | $ - | $ - | $ - |
| Teachers - Summer PD stidpend | Teachers - Regular | $ 500 | 10.0 | | | | | | extra time in the summer Year 1 outside of | $ 5,000 | $ - | $ - | $ - | $ - | $ - |
| Teachers - Summer PD stidpend | Teachers - SPED | $ 500 | 3.0 | | | | | | extra time in the summer Year 1 outside of | $ 1,500 | $ - | $ - | $ - | $ - | $ - |
| Teachers - Summer PD stidpend | Specialty Teachers | $ 500 | 5.0 | | | | | | extra time in the summer Year 1 outside of | $ 2,500 | $ - | $ - | $ - | $ - | $ - |
| Instructional Assistant - Summer PD | Teaching Assistants | $ 500 | 4.0 | | | | | | extra time in the summer Year 1 outside of | $ 2,000 | $ - | $ - | $ - | $ - | $ - |
| Teachers - Summer PD stidpend | Substitute Teachers | $ 500 | 1.0 | | | | | | extra time in the summer Year 1 outside of | $ 500 | $ - | $ - | $ - | $ - | $ - |
| Coordinator | Deans, Directors & Coordinators | $ 500 | 1.0 | | | | | | extra time in the summer Year 1 outside of | $ 500 | $ - | $ - | $ - | $ - | $ - |
| | | | | | | | | | | $ - | $ - | $ - | $ - | $ - | $ - |
| | | | | | | | | | | $ - | $ - | $ - | $ - | $ - | $ - |
| | | | | | | | | | | $ - | $ - | $ - | $ - | $ - | $ - |
| | | | | | | | | | | $ - | $ - | $ - | $ - | $ - | $ - |
| | | | | | | | | | | $ - | $ - | $ - | $ - | $ - | $ - |
| | | | | | | | | | | $ - | $ - | $ - | $ - | $ - | $ - |
| | | | | | | | | | | $ - | $ - | $ - | $ - | $ - | $ - |
| | | | | | | | | | | $ - | $ - | $ - | $ - | $ - | $ - |
| | | | | | | | | | | $ - | $ - | $ - | $ - | $ - | $ - |
| | | | | | | | | | | $ - | $ - | $ - | $ - | $ - | $ - |
| | | | | | | | | | | $ - | $ - | $ - | $ - | $ - | $ - |
| | | | | | | | | | | $ - | $ - | $ - | $ - | $ - | $ - |
| | | | | | | | | | | $ - | $ - | $ - | $ - | $ - | $ - |
| | | | | | | | | | | $ - | $ - | $ - | $ - | $ - | $ - |
| | | | | | | | | | | $ - | $ - | $ - | $ - | $ - | $ - |
| | | | | | | | | | | $ - | $ - | $ - | $ - | $ - | $ - |
| | | | | | | | | | | $ - | $ - | $ - | $ - | $ - | $ - |
| | | | | | | | | | | $ - | $ - | $ - | $ - | $ - | $ - |
| | | | | | | | | | | $ - | $ - | $ - | $ - | $ - | $ - |
| | | | | | | | | | | $ - | $ - | $ - | $ - | $ - | $ - |
| | | | | | | | | | | $ - | $ - | $ - | $ - | $ - | $ - |
| | | | | | | | | | | $ - | $ - | $ - | $ - | $ - | $ - |
| | | | | | | | | | | $ - | $ - | $ - | $ - | $ - | $ - |
| | | | | | | | | | | $ - | $ - | $ - | $ - | $ - | $ - |
| | | | | | | | | | | $ - | $ - | $ - | $ - | $ - | $ - |
| Total | | $ 1,138,120 | | 35.5 | 52.0 | 101.5 | 130.0 | 142.0 | | $ 48,083 | $ 1,513,180 | $ 2,281,822 | $ 4,401,267 | $ 5,718,383 | $ 6,410,336 |

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# Bridgeway Preparatory Academy

## REVENUE AND EXPENSE ASSUMPTIONS

| | | 2019 | 2020 | 2021 | 2022 | 2023 | 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 | 2,530,828.78 | 0.00% | 70.00% | 94.00% | 32.00% | 13.00% | |
| TOTAL FEDERAL REVENUES | 222,851 | 0.00% | 70.00% | 94.00% | 32.00% | 13.00% | IDEA and Title I/II at minimal levels |
| TOTAL LOCAL & OTHER REVENUES | 214,000 | 0.00% | -88.78% | 0.01% | 0.01% | 0.01% | Food Program ($2.90 per meal * 185 days * 80% of stude<br>Conservative grant expectations ($100,000), balance of |
| TOTAL REVENUE | 2,967,679.98 | | | | | | |

**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 | | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | |
| Medicare | | 1.45% | 1.45% | 1.45% | 1.45% | 1.45% | federally mandated |
| State Unemployment | | 0.57% | 0.55% | 0.56% | 0.55% | 0.54% | 2.7% on 1st $9,000 per year per FTE |
| Worker's Compensation Insurance | | 0.90% | 0.90% | 0.90% | 0.90% | 0.90% | Approximate based on known WC rates for Professionals |
| 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 | | 7.04% | 6.84% | 6.92% | 6.82% | 6.65% | $250/mth/FTE |
| Dental Insurance | | 0.70% | 0.68% | 0.69% | 0.68% | 0.66% | $20/mth/FTE |
| Vision Insurance | | 0.20% | 0.19% | 0.19% | 0.19% | 0.19% | $7/mth/FTE |
| Life Insurance | | 0.14% | 0.14% | 0.14% | 0.14% | 0.13% | $5/mth/FTE |
| Retirement Contribution | | 2.48% | 2.28% | 2.38% | 2.21% | 2.12% | 0.55% TRS Care Reporting Entity, 1.5% OASDI, 1st 90 day |
| 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 | 40,000 | 0.00% | 5.00% | 5.00% | 5.00% | 5.00% | Annual audit $20,000 plus additional consulting fees to su |
| Legal | 20,000 | 0.00% | 25.00% | -25.00% | 5.00% | 5.00% | estimate for unexpected needs |
| Management Company Fee | - | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | Not applicable |
| Nurse Services | - | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | accounted for in personnel |
| Food Service / School Lunch | 122,751 | 0.00% | 70.00% | 94.00% | 32.00% | 13.00% | $2.90 per meal * 185 days * 80% of student counts |
| Payroll Services | - | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | Included in Back Office services |
| Special Ed Services | 103,447 | 0.00% | 70.00% | 94.00% | 32.00% | 13.00% | Package includes LSSP, Diagnostician, Speech - $1,500/mt |
| Titlement Services (i.e. Title I) | - | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | |
| Back Office services | 75,925 | 0.00% | 70.00% | 94.00% | 32.00% | 13.00% | 3% ADA, includes finance and student data mangement a |
| Custom Contracted Services #2 | - | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | |
| Custom Contracted Services #3 | - | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | |
| **TOTAL CONTRACTED SERVICES** | | | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **SCHOOL OPERATIONS** | | | | | | | |
| Board Expenses | 2,000 | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | $250/board member |
| Classroom / Teaching Supplies & Materials | 14,500 | 0.00% | 52.78% | 95.54% | 33.22% | 14.54% | $1000/classroom + $250/teacher |
| Special Ed Supplies & Materials | 2,000 | 0.00% | 62.50% | 80.77% | 44.68% | 11.76% | additional $250/Special population teacher |
| Textbooks / Workbooks | 7,150 | 0.00% | 70.00% | 94.00% | 32.00% | 13.00% | $25/student - elementary age students |
| Supplies & Materials other | 7,098 | 0.00% | 46.52% | 95.19% | 28.08% | 9.23% | $200/FTE to cover other items like PE, art, music, etc |
| Equipment / Furniture | 93,892 | 0.00% | 70.00% | 150.00% | 32.00% | 13.00% | $200/student + $800/teacher and admin/office staff |
| Telephone | 3,000 | 0.00% | 10.00% | 150.00% | 10.00% | 10.00% | $250/mth/campus |
| Technology | 30,115 | 0.00% | 70.00% | 150.00% | 32.00% | 13.00% | Internet $750/mth/campus + leased computers (3 per cla |
| Student Testing & Assessment | 5,720 | 0.00% | 70.00% | 94.00% | 32.00% | 13.00% | $20/student |
| Field Trips | 5,720 | 0.00% | 70.00% | 94.00% | 32.00% | 13.00% | $20/student |
| Transportation (student) | 19,000 | 0.00% | 70.00% | 94.00% | 32.00% | 13.00% | forecasted amount to account for students with an IEP re |
| Student Services - other | 7,150 | 0.00% | 70.00% | 94.00% | 32.00% | 13.00% | $25/student |
| Office Expense | 2,498 | 0.00% | 25.13% | 68.00% | 0.00% | 0.00% | $250/non teaching office staff |
| Staff Development | 20,647 | 0.00% | 46.52% | 95.19% | 28.08% | 9.23% | "Why Try" $5,000, UDL Training $5,000, additional $300/ |
| Staff Recruitment | 4,000 | 0.00% | 10.00% | 100.00% | 5.00% | 5.00% | predominately free resources |
| Student Recruitment / Marketing | 20,000 | 0.00% | 70.00% | 94.00% | 32.00% | 13.00% | flyers, door to door, social media, targeted mailers, comn |
| School Meals / Lunch | - | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | Outsourced - under contracted services |
| Travel (Staff) | 1,498 | 0.00% | 33.56% | 62.50% | 0.00% | 0.00% | $250/management (in state travel to conferences, etc) |
| Fundraising | - | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | not assumed since any expenditure would be covered by |
| Custom Operations #1 | - | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | |
| Custom Operations #2 | - | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | |
| Custom Operations #3 | - | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | |
| **TOTAL SCHOOL OPERATIONS** | | | | | | | |
| **FACILITY OPERATION & MAINTENANCE** | | | | | | | |
| Insurance | 10,000 | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | Per estimate from broker to cover D&O, Property, Genera |
| Janitorial Services | 35,000 | 0.00% | 10.00% | 100.00% | 10.00% | 10.00% | $0.70/ sq ft/year/campus |
| Building and Land Rent / Lease | 400,000 | 0.00% | 10.00% | 100.00% | 10.00% | 10.00% | Per our broker's estimates, 50,000 sq ft needed at max ca |
| Repairs & Maintenance | 12,000 | 0.00% | 10.00% | 100.00% | 10.00% | 10.00% | estimate - considering landlord responsible for major buil |
| Security Services | 720 | 0.00% | 10.00% | 100.00% | 10.00% | 10.00% | $60/mth/campus |
| Utilities | 75,000 | 0.00% | 10.00% | 100.00% | 10.00% | 10.00% | $1.50/sq ft/year/campus |
| 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** | 25,000 | 0.00% | 1000.00% | 50.00% | 0.00% | 0.00% | To set aside an amount for items not predicted or under l |
| **TOTAL EXPENSES** | | | | | | | |
| **NET OPERATING INCOME (before Depreciation)** | | | | | | | |
| **DEPRECIATION & AMORTIZATION** | - | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | all purchases have been expensed to assure cash flow is a |
| **NET OPERATING INCOME (including Depreciation)** | | | | | | | |

# Bridgeway Preparatory Academy
## PROJECTED START-UP BUDGET / OPERATING PLAN
## FOR INITIAL CHARTER PERIOD

| SUMMARY | |
|---|---|
| Total Revenue | 200,000 |
| Total Expenses | 122,993 |
| Net Operating Income (before Depreciation) | 77,007 |

**Description of Assumptions and Variances**

| | Start-Up Period | |
|---|---|---|
| **REVENUE** | | |
| TOTAL STATE REVENUES | | |
| TOTAL FEDERAL REVENUES | | |
| TOTAL LOCAL & OTHER REVENUES | $ 200,000 | $10,000 in the bank, $10,000 contingent, $40,000 anticipated, $130,000 confirme |
| TOTAL REVENUE | $ 200,000 | |

| EXPENSES | | |
|---|---|---|
| **ADMINISTRATIVE STAFF PERSONNEL COSTS** | | |
| Executive Management | - | Founder will work for no salary and will also be the Dir of Special |
| Instructional Management | 16,500 | Start 3/1/18 (25% time) (100% time) 6/1/18 |
| Deans, Directors & Coordinators | 14,250 | Start 3/1/18 (25% time) (100% time) 6/1/18 |
| CFO / Director of Finance | - | |
| Operation / Business Manager | - | |
| Administrative Staff | - | |
| Other - Administrative | 5,833 | Start 6/1/18 |
| **TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS** | **$ 36,583** | |
| **INSTRUCTIONAL PERSONNEL COSTS** | | |
| Teachers - Regular | 5,000 | extra time in the summer Year 1 outside of contracted days |
| Teachers - SPED | 1,500 | extra time in the summer Year 1 outside of contracted days |
| Substitute Teachers | 500 | extra time in the summer Year 1 outside of contracted days |
| Teaching Assistants | 2,000 | extra time in the summer Year 1 outside of contracted days |
| Specialty Teachers | 2,500 | extra time in the summer Year 1 outside of contracted days |
| Aides | - | |
| Therapists & Counselors | - | |
| Other - Instructional | - | |
| **TOTAL INSTRUCTIONAL PERSONNEL COSTS** | **$ 11,500** | |
| **NON-INSTRUCTIONAL PERSONNEL COSTS** | | |
| Nurse | - | |
| Librarian | - | |
| Custodian | - | |
| Security | - | |
| Other - Non-Instructional | - | |
| **TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS** | **$ -** | |
| **TOTAL PERSONNEL EXPENSES** | **$ 48,083** | |
| **PAYROLL TAXES AND BENEFITS** | | |
| Social Security | | |
| Medicare | 697 | 1.45% of salaries |
| State Unemployment | 1,696 | 2.7% of the first $9,000 per FTE |
| Worker's Compensation Insurance | 433 | 0.90% of salarales |
| Custom Other Tax #1 | - | |
| Custom Other Tax #2 | - | |
| Health Insurance | - | Assumption is that insurance will start 9/1/18 |
| Dental Insurance | - | Assumption is that insurance will start 9/1/18 |
| Vision Insurance | - | Assumption is that insurance will start 9/1/18 |
| Life Insurance | - | Assumption is that insurance will start 9/1/18 |
| Retirement Contribution | 986 | 0.55% TRS Care Reporting Entity, 1.5% OASDI |
| Custom Fringe #1 | - | |
| Custom Fringe #2 | - | |
| **TOTAL PAYROLL TAXES AND BENEFITS** | **$ 3,811** | |
| **TOTAL PERSONNEL, TAX & BENEFIT EXPENSES** | **$ 51,895** | |
| **CONTRACTED SERVICES** | | |
| Accounting / Audit | 10,000 | Contracted services to support start up process |
| Legal | - | Identified service provider already engaged pro-bono |
| Management Company Fee | - | N/A |
| Nurse Services | - | N/A |
| Food Service / School Lunch | - | N/A |
| Payroll Services | - | Included in Back Office services, payment start in Year 1 |
| Special Ed Services | - | N/A |
| Titlement Services (i.e. Title I) | - | N/A |
| Back Office services | - | Payment starts in Year 1 |
| Custom Contracted Services #2 | 15,000 | Various contracted services to support start up process |
| Custom Contracted Services #3 | - | |
| **TOTAL CONTRACTED SERVICES** | **$ 25,000** | |

| | | |
|---|---|---|
| **SCHOOL OPERATIONS** | | |
| Board Expenses | 2,000 | $250/ board member |
| Classroom / Teaching Supplies & Materials | 10,000 | 10 core classrooms* $1,000 ea + carts for specials |
| Special Ed Supplies & Materials | 1,000 | 66,556 |
| Textbooks / Workbooks | - | No textbooks in elementary |
| Supplies & Materials other | 7,098 | $200/ Year 1 FTE * 0.5 to assume 1/2 can be delayed until state funding starts |
| Equipment / Furniture | - | Agreements have already been reached to postpone payment for all classroom ar |
| Telephone | 750 | $250/mth 3 months |
| Technology | 3,000 | intenet @ $1000/mth*3 mths, computers to be leased starting in Year 1 |
| Student Testing & Assessment | - | NA |
| Field Trips | - | NA |
| Transportation (student) | - | NA |
| Student Services - other | - | NA |
| Office Expense | 2,750 | $500 per admin FTE * 0.5 to assume 1/2 can be delayed until state funding starts |
| Staff Development | | Why Try, UDL Training - Training will happen mid-August so will therefore be paid |
| Staff Recruitment | 2,000 | Most recruitment tools will free |
| Student Recruitment / Marketing | 10,000 | flyers, door to door, community engagements as described |
| School Meals / Lunch | - | |
| Travel (Staff) | 1,000 | as needed |
| Fundraising | - | |
| Custom Operations #1 | - | |
| Custom Operations #2 | - | |
| Custom Operations #3 | - | |
| **TOTAL SCHOOL OPERATIONS** | **$ 39,598** | |
| **FACILITY OPERATION & MAINTENANCE** | | |
| Insurance | 5,000 | |
| Janitorial Services | 1,500 | Services to start in August 2018 |
| Building and Land Rent / Lease | - | Move in July 2018 but Lease will be negotiated to begin lease payments in Septer |
| Repairs & Maintenance | - | |
| Security Services | - | |
| Utilities | - | |
| Custom Facilities Operations #1 | - | |
| Custom Facilities Operations #2 | - | |
| Custom Facilities Operations #3 | - | |
| **TOTAL FACILITY OPERATION & MAINTENANCE** | **$ 6,500** | |
| **RESERVES / CONTIGENCY** | - | |
| **TOTAL EXPENSES** | **$ 122,993** | |
| **NET OPERATING INCOME (before Depreciation)** | **$ 77,007** | |
| **DEPRECIATION & AMORTIZATION** | - | |
| **NET OPERATING INCOME (including Depreciation)** | **$ 77,007** | |

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## Bridgeway Preparatory Academy

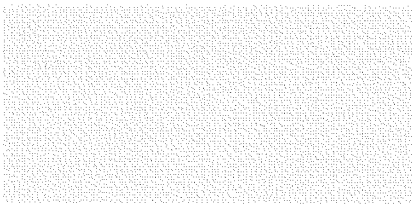
### PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

| | STARTUP | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 |
|---|---|---|---|---|---|---|
| | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
| **SUMMARY** | | | | | | |
| Total Revenue | 200,000 | 2,967,680 | 4,705,267 | 9,105,650 | 12,011,776 | 13,570,187 |
| Total Expenses | 122,993 | 2,882,873 | 4,421,524 | 8,511,935 | 10,701,154 | 11,911,546 |
| Net Operating Income (before Depreciation) | 77,007 | 84,807 | 283,743 | 593,715 | 1,310,622 | 1,658,641 |
| Revenue Per Pupil | [redacted] | 10,377 | 10,054 | 10,301 | 10,266 | 10,234 |
| Expenses Per Pupil | | 10,080 | 9,448 | 9,629 | 9,146 | 8,983 |
| **REVENUE** | | | | | | |
| TOTAL STATE REVENUES | $ - | $ 2,530,829 | $ 4,302,409 | $ 8,346,673 | $ 11,017,609 | $ 12,449,898 |
| TOTAL FEDERAL REVENUES | $ - | $ 222,851 | $ 378,847 | $ 734,963 | $ 970,152 | $ 1,096,271 |
| TOTAL LOCAL & OTHER REVENUES | $ 200,000 | $ 214,000 | $ 24,011 | $ 24,013 | $ 24,016 | $ 24,018 |
| TOTAL REVENUE | $ 200,000 | $ 2,967,680 | $ 4,705,267 | $ 9,105,650 | $ 12,011,776 | $ 13,570,187 |

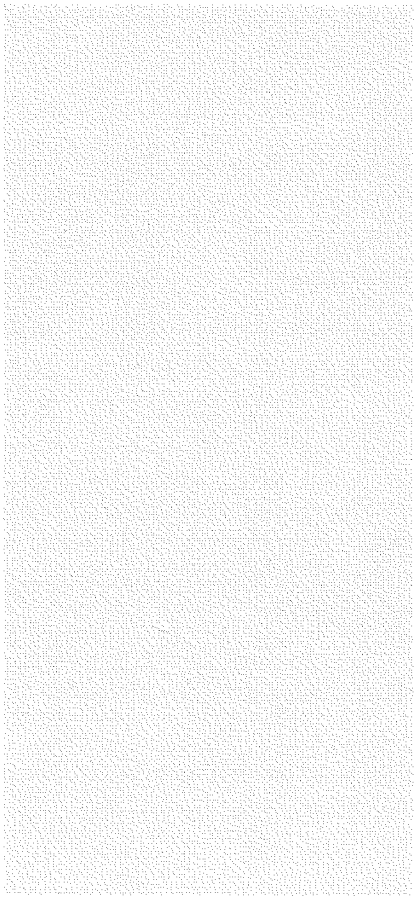
| EXPENSES | | | | | | |
|---|---|---|---|---|---|---|
| **ADMINISTRATIVE STAFF PERSONNEL COSTS** | | | | | | |
| Executive Management | - | 30,000 | 30,600 | 31,212 | 31,836 | 32,473 |
| Instructional Management | 16,500 | 102,000 | 171,360 | 274,666 | 280,159 | 285,762 |
| Deans, Directors & Coordinators | 14,250 | 79,500 | 137,700 | 296,514 | 302,444 | 308,493 |
| CFO / Director of Finance | - | - | - | - | - | - |
| Operation / Business Manager | - | 130,000 | 132,600 | 135,252 | 137,957 | 140,716 |
| Administrative Staff | - | 37,000 | 56,610 | 76,990 | 78,529 | 80,100 |
| Other - Administrative | 5,833 | 57,800 | 58,956 | 161,886 | 165,124 | 168,426 |
| **TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS** | $ 36,583 | $ 436,300 | $ 587,826 | $ 976,519 | $ 996,050 | $ 1,015,971 |
| **INSTRUCTIONAL PERSONNEL COSTS** | | | | | | |
| Teachers - Regular | 5,000 | 480,000 | 734,400 | 1,498,176 | 1,986,581 | 2,338,053 |
| Teachers - SPED | 1,500 | 150,000 | 255,000 | 520,200 | 955,087 | 1,190,675 |
| Substitute Teachers | 500 | 30,000 | 61,200 | 124,848 | 127,345 | 129,892 |
| Teaching Assistants | 2,000 | 91,200 | 162,792 | 426,980 | 653,280 | 715,704 |
| Specialty Teachers | 2,500 | 242,500 | 395,760 | 681,462 | 823,497 | 839,967 |
| Aides | - | - | - | - | - | - |
| Therapists & Counselors | - | - | - | - | - | - |
| Other - Instructional | - | - | - | - | - | - |
| **TOTAL INSTRUCTIONAL PERSONNEL COSTS** | $ 11,500 | $ 993,700 | $ 1,609,152 | $ 3,251,666 | $ 4,545,791 | $ 5,214,292 |
| **NON-INSTRUCTIONAL PERSONNEL COSTS** | | | | | | |
| Nurse | - | 48,000 | 48,960 | 99,878 | 101,876 | 103,913 |
| Librarian | - | - | - | - | - | - |
| Custodian | - | 15,200 | 15,504 | 31,628 | 32,261 | 32,906 |
| Security | - | - | - | - | - | - |
| Other - Non-Instructional | - | 19,980 | 20,380 | 41,574 | 42,406 | 43,254 |
| **TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS** | $ - | $ 83,180 | $ 84,844 | $ 173,081 | $ 176,543 | $ 180,073 |
| **TOTAL PERSONNEL EXPENSES** | $ 48,083 | $ 1,513,180 | $ 2,281,822 | $ 4,401,267 | $ 5,718,383 | $ 6,410,336 |
| **PAYROLL TAXES AND BENEFITS** | | | | | | |
| Social Security | - | - | - | - | - | - |
| Medicare | 697 | 21,941 | 33,086 | 63,818 | 82,917 | 92,950 |
| State Unemployment | 1,696 | 8,624 | 12,636 | 24,665 | 31,590 | 34,506 |
| Worker's Compensation Insurance | 433 | 13,619 | 20,536 | 39,611 | 51,465 | 57,693 |
| Custom Other Tax #1 | - | - | - | - | - | - |
| Custom Other Tax #2 | - | - | - | - | - | - |
| Health Insurance | - | 106,470 | 156,000 | 304,500 | 390,000 | 426,000 |
| Dental Insurance | - | 10,647 | 15,600 | 30,450 | 39,000 | 42,600 |
| Vision Insurance | - | 2,981 | 4,368 | 8,526 | 10,920 | 11,928 |
| Life Insurance | - | 2,129 | 3,120 | 6,090 | 7,800 | 8,520 |
| Retirement Contribution | 986 | 37,451 | 52,004 | 104,638 | 126,183 | 136,117 |
| Custom Fringe #1 | - | - | - | - | - | - |
| Custom Fringe #2 | - | - | - | - | - | - |
| **TOTAL PAYROLL TAXES AND BENEFITS** | $ 3,811 | $ 203,863 | $ 297,351 | $ 582,298 | $ 739,875 | $ 810,314 |
| **TOTAL PERSONNEL, TAX & BENEFIT EXPENSES** | $ 51,895 | $ 1,717,043 | $ 2,579,173 | $ 4,983,565 | $ 6,458,258 | $ 7,220,651 |
| **CONTRACTED SERVICES** | | | | | | |
| Accounting / Audit | 10,000 | 40,000 | 42,000 | 44,100 | 46,305 | 48,620 |
| Legal | - | 20,000 | 25,000 | 18,750 | 19,688 | 20,672 |
| Management Company Fee | - | - | - | - | - | - |
| Nurse Services | - | - | - | - | - | - |
| Food Service / School Lunch | - | 122,751 | 208,677 | 404,833 | 534,380 | 603,850 |
| Payroll Services | - | - | - | - | - | - |
| Special Ed Services | - | 103,447 | 175,860 | 341,168 | 450,342 | 508,886 |
| Titlement Services (i.e. Title I) | - | - | - | - | - | - |
| Back Office services | - | 75,925 | 129,072 | 250,400 | 330,528 | 373,497 |
| Custom Contracted Services #2 | 15,000 | - | - | - | - | - |
| Custom Contracted Services #3 | - | - | - | - | - | - |
| **TOTAL CONTRACTED SERVICES** | $ 25,000 | $ 362,123 | $ 580,609 | $ 1,059,252 | $ 1,381,243 | $ 1,555,525 |

| | | | | | | |
|---|---|---|---|---|---|---|
| **SCHOOL OPERATIONS** | | | | | | |
| Board Expenses | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 |
| Classroom / Teaching Supplies & Materials | 10,000 | 14,500 | 22,153 | 43,317 | 57,708 | 66,100 |
| Special Ed Supplies & Materials | 1,000 | 2,000 | 3,250 | 5,875 | 8,500 | 9,500 |
| Textbooks / Workbooks | - | 7,150 | 12,155 | 23,581 | 31,127 | 35,173 |
| Supplies & Materials other | 7,098 | 7,098 | 10,400 | 20,300 | 26,000 | 28,400 |
| Equipment / Furniture | - | 93,892 | 159,616 | 399,041 | 526,734 | 595,210 |
| Telephone | 750 | 3,000 | 3,300 | 8,250 | 9,075 | 9,983 |
| Technology | 3,000 | 30,115 | 51,196 | 127,990 | 168,946 | 190,909 |
| Student Testing & Assessment | - | 5,720 | 9,724 | 18,865 | 24,901 | 28,138 |
| Field Trips | - | 5,720 | 9,724 | 18,865 | 24,901 | 28,138 |
| Transportation (student) | - | 19,000 | 32,300 | 62,662 | 82,714 | 93,467 |
| Student Services - other | - | 7,150 | 12,155 | 23,581 | 31,127 | 35,173 |
| Office Expense | 2,750 | 2,498 | 3,125 | 5,250 | 5,250 | 5,250 |
| Staff Development | - | 20,647 | 30,252 | 59,050 | 75,630 | 82,611 |
| Staff Recruitment | 2,000 | 4,000 | 4,400 | 8,800 | 9,240 | 9,702 |
| Student Recruitment / Marketing | 10,000 | 20,000 | 34,000 | 65,960 | 87,067 | 98,386 |
| School Meals / Lunch | - | - | - | - | - | - |
| Travel (Staff) | 1,000 | 1,498 | 2,000 | 3,250 | 3,250 | 3,250 |
| Fundraising | - | - | - | - | - | - |
| Custom Operations #1 | - | - | - | - | - | - |
| Custom Operations #2 | - | - | - | - | - | - |
| Custom Operations #3 | - | - | - | - | - | - |
| **TOTAL SCHOOL OPERATIONS** | $ 39,598 | $ 245,987 | $ 401,750 | $ 896,634 | $ 1,174,170 | $ 1,321,390 |
| | | | | | | |
| **FACILITY OPERATION & MAINTENANCE** | | | | | | |
| Insurance | 5,000 | 10,000 | 10,000 | 10,000 | 10,000 | 10,000 |
| Janitorial Services | 1,500 | 35,000 | 38,500 | 77,000 | 84,700 | 93,170 |
| Building and Land Rent / Lease | - | 400,000 | 440,000 | 880,000 | 968,000 | 1,064,800 |
| Repairs & Maintenance | - | 12,000 | 13,200 | 26,400 | 29,040 | 31,944 |
| Security Services | - | 720 | 792 | 1,584 | 1,742 | 1,917 |
| Utilities | - | 75,000 | 82,500 | 165,000 | 181,500 | 199,650 |
| Custom Facilities Operations #1 | - | - | - | - | - | - |
| Custom Facilities Operations #2 | - | - | - | - | - | - |
| Custom Facilities Operations #3 | - | - | - | - | - | - |
| **TOTAL FACILITY OPERATION & MAINTENANCE** | $ 6,500 | $ 532,720 | $ 584,992 | $ 1,159,984 | $ 1,274,982 | $ 1,401,481 |
| **RESERVES / CONTIGENCY** | - | 25,000 | 275,000 | 412,500 | 412,500 | 412,500 |
| **TOTAL EXPENSES** | $ 122,993 | $ 2,882,873 | $ 4,421,524 | $ 8,511,935 | $ 10,701,154 | $ 11,911,546 |
| **NET OPERATING INCOME (before Depreciation)** | $ 77,007 | $ 84,807 | $ 283,743 | $ 593,715 | $ 1,310,622 | $ 1,658,641 |
| **DEPRECIATION & AMORTIZATION** | - | - | - | - | - | - |
| **NET OPERATING INCOME (Including Depreciation)** | $ 77,007 | $ 84,807 | $ 283,743 | $ 593,715 | $ 1,310,622 | $ 1,658,641 |

**Description of Assumptions and Variances**



Founder will work for no salary and will also be the Dir of Special



# FINANCIAL PLAN WORKBOOK SUMMARY

## Bridgeway Preparatory Academy

| | Year 0 (Start-Up) 2016 | Year 1 2019 | Year 2 2020 | Year 3 2021 | Year 4 2022 | Year 5 2023 |
|---|---|---|---|---|---|---|
| **REVENUE** | | | | | | |
| Total State Revenue | | $ 2,530,829 | $ 4,302,409 | $ 8,346,673 | $ 11,017,609 | $ 12,449,898 |
| Total Federal Revenue | | $ 222,851 | $ 378,847 | $ 734,963 | $ 970,152 | $ 1,096,271 |
| Total Local and Other Revenue | $ 200,000 | $ 214,000 | $ 24,011 | $ 24,013 | $ 24,016 | $ 24,018 |
| **TOTAL REVENUE** | $ 200,000 | $ 2,967,680 | $ 4,705,267 | $ 9,105,650 | $ 12,011,776 | $ 13,570,187 |
| **EXPENSES** | | | | | | |
| Total Administrative Staff Personnel Costs | $ 36,583 | $ 436,300 | $ 587,826 | $ 976,519 | $ 996,050 | $ 1,015,971 |
| Total Instructional Personnel Costs | $ 11,500 | $ 993,700 | $ 1,609,152 | $ 3,251,666 | $ 4,545,791 | $ 5,214,292 |
| Total Non-Instructional Personnel Costs | $ - | $ 83,180 | $ 84,844 | $ 173,081 | $ 176,543 | $ 180,073 |
| Total Payroll Taxes and Benefits | $ 3,811 | $ 203,863 | $ 297,351 | $ 582,298 | $ 739,875 | $ 810,314 |
| **TOTAL PERSONNEL, PAYROLL TAXES AND BENEFITS EXPENSES** | $ 51,895 | $ 1,717,043 | $ 2,579,173 | $ 4,983,565 | $ 6,458,258 | $ 7,220,651 |
| Total Contracted Services | $ 25,000 | $ 362,123 | $ 580,609 | $ 1,059,252 | $ 1,381,243 | $ 1,555,525 |
| Total School Operations | $ 39,598 | $ 245,987 | $ 401,750 | $ 896,634 | $ 1,174,170 | $ 1,321,390 |
| Total Facilities Operations and Maintenance | $ 6,500 | $ 532,720 | $ 584,992 | $ 1,159,984 | $ 1,274,982 | $ 1,401,481 |
| Reserves and/or Contingency | $ - | $ 25,000 | $ 275,000 | $ 412,500 | $ 412,500 | $ 412,500 |
| **TOTAL EXPENSES** | $ 122,993 | $ 2,882,873 | $ 4,421,524 | $ 8,511,935 | $ 10,701,154 | $ 11,911,546 |
| **NET OPERATING INCOME (before depreciation)** | $ 77,007 | $ 84,807 | $ 283,743 | $ 593,715 | $ 1,310,622 | $ 1,658,641 |
| **STUDENT ENROLLMENT** | | | | | | |
| Projected Student Enrollment | | 286 | 468 | 884 | 1,170 | 1,326 |
| Revenue Per Pupil | | $ 10,377 | $ 10,054 | $ 10,301 | $ 10,266 | $ 10,234 |
| Expenses Per Pupil | | $ 10,080 | $ 9,448 | $ 9,629 | $ 9,146 | $ 8,983 |

| Bridgeway Preparatory Academy<br>Estimate of State Aid Entitlement Output<br>Preliminary | TOTAL | 12/4/2016 14:59<br>Extended Year Service | 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. |
|---|---|---|---|
| Refined ADA | 223.080 | | |
| 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 | 1.170 | 0.000 | |
| Resource Room | 0.000 | 0.000 | |
| Self-Contained Mild/Mod/Sev | 0.000 | 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** | 1.170 | 0.000 | |
| **TOTAL SPECIAL EDUCATION WEIGHTED FTE** | 5.850 | 0.000 | |
| Career & Technology FTEs | 0.000 | | |
| Advanced Career & Technology FTES | 0.000 | | |
| **Regular Program ADA** | 221.910 | | |
| Mainstream ADA | 83.460 | | |
| Gifted & Talented Enrollment | 9.000 | | |
| Compensatory Ed Enrollment | 174.000 | | |
| Pregnancy-related FTEs | 0.000 | | |
| Bilingual ADA | 62.400 | | |
| Adjusted GYA | 0.9733 | | |
| **TOTAL WEIGHTED AVERAGE DAILY ATTENDANCE (WADA)** | 450.583 | | |
| **FUNDING DATA:** | | | |
| State Average Basic Allotment | $ 4,990 | | |
| State Average Adjusted Basic Allotment | $ 5,272 | | |
| State Average Adjusted Allotment | $ 6,387 | | |
| State Average DTR- Level 1 | 0.0542 | | |
| State Average DTR- Level 2 | 0.0516 | | |
| Available School Fund Rate | $ 284.520 | | |
| **FUNDING BREAKDOWN BY PROGRAM** | | | |
| Regular Program Block Grant | $ 1,417,339 | | |
| Special Education Block Grant (Spend 52% of Amount as proposed) | $ 37,364 | | |
| Mainstream Special Education(Spend 52% of Amount as proposed) | $ 586,365 | | |
| 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** | $ 623,729 | | |
| Career & Technology Grant (Spend 58% of Amount as proposed) | $ - | | |
| Gifted & Talented Op Grant (Spend 55% of Amount as proposed) | $ 6,898 | | |
| Regular Compensatory Ed (Spend 52% of Amount as proposed) | $ 222,268 | | |
| Pregnancy Related Services Allocation (Spend 52% of Amount as proposed) | $ - | | |
| Military Allotment | $ - | | |
| Bilingual Education Block Grant (Spend 52% of Amount as proposed) | $ 39,855 | | |
| **TRANSPORTATION** | | | |
| Regular Program | $ - | | |
| Special Education | $ - | | |
| Career and Technology | $ - | | |
| **TOTAL TRANSPORTATION** | $ - | | |
| High School Allotment | $ - | | |
| State Share of Tier I | $ 2,310,088 | | |
| Tier II Level 1 | $ 146,456 | | |
| Tier II Level 2 | $ 74,284 | | |
| **TOTAL TIER II** | $ 220,740 | | |
| **TOTAL FOUNDATION** | $ 2,530,829 | | |
| | | | |
| **OTHER PROGRAMS** | | | |
| Staff Salary Allotment | $ - | | |
| Additional State Aid for Tax Reduction (ASATR) | $ - | | |
| **TOTAL OTHER PROGRAMS** | $ - | | |
| | | | |
| **TOTAL** | $ 2,530,829 | | |
| **TOTAL AVAILABLE SCHOOL FUND (ASF) (May be zero in first year)** | $ - | | |
| **TOTAL FOUNDATION SCHOOL FUND (FSF)** | $ 2,530,829 | | |

| | | | |
|---|---|---|---|
| 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 | 2015-2016 WADA | | 450.583 |
| 4 | 2015-2016 Base Target Revenue (Greater of Line 1 x Line 3 or Line2 x Line 3) | $ | 2,074,772 |
| 5 | 2015-2016 HB3646 Minimum Increase (Line 3 x $120*0.9263) | $ | 50,085 |
| 6 | 2015-2016 Minimum Revenue (Line 4 + Line 5) | $ | 2,124,857 |
| 7 | Transportation Adjustment | $ | - |
| 8 | 2015-2016 New Instructional Facility Allotment | $ | - |
| 9 | 2008-2009 Educator Salary Increase ($23.63 x 2008-2009 WADA*0.9263) | $ | - |
| 10 | 2015-2016 Adjusted Minimum Revenue (Line 6 + Line 7 + Line 8 + Line 9) | $ | 2,124,857 |
| 11 | 2015-2016 Tier I State Aid | $ | 2,310,088 |
| 12 | Additional State Aid For Tax Reduction (If Line 11 < Line 10 Then Line 10 - Line 11) | $ | - |
| 13 | 2015-2016 Revenue @ Compressed Tax Rate/RACR (Line 11 + Line 12) | $ | 2,310,088 |
| 14 | 2015-2016 Revenue per WADA @ Compressed Tax Rate (RACR/WADA) (Line 13/Line3) | $ | 5,127 |

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| | | |
|---|---|---|
| Total FSP from latest Summary of Finances (SOF) | $ | 2,530,829 |
| Prior Year Settle-Up or Audit Adjustments from FSP Ledger | $ | - |
| Current Year FSP Payments Year to Date from FSP Ledger | $ | - |
| FSP Remaining Balance | $ | 2,530,829 |
| Number of Remaining FSP Payments | $ | 12 |
| Remaining Balance to be Paid this Month | | 8.3% |
| **Payment** | **$** | **210,059** |

| Payment Month | Remaining Payments | % of Unpaid Balance | Estimated Payments Schedule |
|---|---|---|---|
| September | 12 | 8.3% | $ 210,059 |
| October | 11 | 9.1% | $ 211,190 |
| November | 10 | 10.1% | $ 213,068 |
| December | 9 | 11.1% | $ 210,513 |
| January | 8 | 12.4% | $ 209,064 |
| February | 7 | 14.4% | $ 212,679 |
| March | 6 | 16.6% | $ 209,867 |
| April | 5 | 19.9% | $ 209,824 |
| May | 4 | 25.1% | $ 211,986 |
| June | 3 | 33.2% | $ 210,017 |
| July | 2 | 49.7% | $ 210,014 |
| August | 1 | 100.0% | $ 212,550 |
| | | | **$ 2,530,829** |

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| | | | | | | |
|---|---|---|---|---|---|---|
| Payroll | $ 48,083 | $ 1,513,180 | $ 2,281,822 | $ 4,401,267 | $ 5,718,383 | $ 6,410,336 |
| FTE | 0.625 | 35.49 | 52 | 101.5 | 130 | 142 |
| | | | | | | |
| SUTA | $ 1,695.69 | $ 8,624.07 | $ 12,636.00 | $ 24,664.50 | $ 31,590.00 | $ 34,506.00 |
| | 3.53% | 0.57% | 0.55% | 0.56% | 0.55% | 0.54% |
| | | | | | | |
| Medical | | $ 106,470.00 | $ 156,000.00 | $ 304,500.00 | $ 390,000.00 | $ 426,000.00 |
| | | 7.04% | 6.84% | 6.92% | 6.82% | 6.65% |
| Dental | | $ 10,647.00 | $ 15,600.00 | $ 30,450.00 | $ 39,000.00 | $ 42,600.00 |
| | | 0.70% | 0.68% | 0.69% | 0.68% | 0.66% |
| Vision | | $ 2,981.16 | $ 4,368.00 | $ 8,526.00 | $ 10,920.00 | $ 11,928.00 |
| | | 0.20% | 0.19% | 0.19% | 0.19% | 0.19% |
| Life | | $ 2,129.40 | $ 3,120.00 | $ 6,090.00 | $ 7,800.00 | $ 8,520.00 |
| | | 0.14% | 0.14% | 0.14% | 0.14% | 0.13% |
| | | | | | | |
| TRS new | | $ 94,573.75 | $ 76,864.16 | $ 211,944.49 | $ 131,711.64 | $ 69,195.35 |
| | | $ 37,451.21 | $ 52,004.11 | $ 104,638.19 | $ 126,183.24 | $ 136,117.18 |
| | | 2.48% | 2.28% | 2.38% | 2.21% | 2.12% |
| | | | | | | |
| Classrooms | | 10 | 15 | 30 | 39 | 45 |
| % increase | | | 50.00% | 100.00% | 30.00% | 15.38% |
| | | | | | | |
| Teachers | | 18 | 28 | 53.5 | 73 | 83 |
| % increase | | | 55.56% | 91.07% | 36.45% | 13.70% |
| | | | | | | |
| avg increase | | | 52.78% | 95.54% | 33.22% | 14.54% |
| | | | | | | |
| Specials Teachers | | 3 | 5 | 8 | 10 | 10 |
| | | | | | | |
| Spec Pop teachers | | 8 | 13 | 23.5 | 34 | 38 |
| | | | 62.50% | 80.77% | 44.68% | 11.76% |
| | | | | | | |
| Staff | | 35.49 | 52 | 101.5 | 130 | 142 |
| % increase | | | 46.52% | 95.19% | 28.08% | 9.23% |
| | | | | | | |
| Non teacher | | 17.49 | 24 | 48 | 57 | 59 |
| Admin/office | | 9.99 | 12.5 | 21 | 21 | 21 |
| | | | 25.13% | 68.00% | 0.00% | 0.00% |
| | | | | | | |
| management | | 5.99 | 8 | 13 | 13 | 13 |
| | | | 33.56% | 62.50% | 0.00% | 0.00% |
| | | | | | | |
| Expenses | | $ 2,882,872.83 | $ 4,421,523.75 | $ 8,511,935.18 | $ 10,701,153.76 | $ 11,911,546.14 |
| Payroll | | $ 1,717,043 | $ 2,579,173 | $ 4,983,565 | $ 6,458,258 | $ 7,220,651 |
| Services | | $ 362,123 | $ 580,609 | $ 1,059,252 | $ 1,381,243 | $ 1,555,525 |
| School Operations | | $ 245,987 | $ 401,750 | $ 896,634 | $ 1,174,170 | $ 1,321,390 |
| facilities | | $ 532,720 | $ 584,992 | $ 1,159,984 | $ 1,274,982 | $ 1,401,481 |
| contingency | | $ 25,000 | $ 275,000 | $ 412,500 | $ 412,500 | $ 412,500 |
| | | | | | | |
| Payroll | | 59.56% | 58.33% | 58.55% | 60.35% | 60.62% |
| Services | | 12.56% | 13.13% | 12.44% | 12.91% | 13.06% |
| School Operations | | 8.53% | 9.09% | 10.53% | 10.97% | 11.09% |
| facilities | | 18.48% | 13.23% | 13.63% | 11.91% | 11.77% |
| contingency | | 0.87% | 6.22% | 4.85% | 3.85% | 3.46% |

| | | | | | | |
|---|---|---|---|---|---|---|
| Net Ass | $ 77,007 | $ 84,807 | $ 283,743 | $ 593,715 | $ 1,310,622 | $ 1,658,641 |
| | | 286.00 | 468.00 | 884.00 | 1,170.00 | 1,326.00 |
| SpEd | 50% | 143.00 | 234.00 | 442.00 | 585.00 | 663.00 |
| | | 35.75 | 58.50 | 110.50 | 146.25 | 165.75 |
| | | 107.25 | 175.50 | 331.50 | 438.75 | 497.25 |
| GT | 3% | 8.58 | 14.04 | 26.52 | 35.10 | 39.78 |
| ESL | 28% | 80.08 | 131.04 | 247.52 | 327.60 | 371.28 |
| Eco | 61% | 174.46 | 285.48 | 539.24 | 713.70 | 808.86 |

| | | | | |
|---|---|---|---|---|
| Instructiona | $ 993,700 | $ 1,609,152 | $ 3,251,666 | $ 4,545,791 |
| Inst leaders | $ 181,500 | $ 309,060 | $ 571,180 | $ 582,603 |
| | | | | |
| Instructiona | $ 1,124,594.73 | $ 1,814,017.89 | $ 3,672,114.64 | $ 5,120,312.13 |
| Inst leaders | $ 205,408.01 | $ 348,407.34 | $ 645,034.54 | $ 656,235.73 |
| | | | | |
| Instructiona | 65.50% | 70.33% | 73.68% | 79.28% |
| Inst leaders | 10.57% | 11.98% | 11.46% | 9.02% |
| | 76.07% | 82.32% | 85.15% | 88.30% |

| | | | | |
|---|---|---|---|---|
| | 10 | 15 | 20 | 24 |
| | 0 | 0 | 10 | 15 |
| | | | | |
| Sq Ft | 18000 | 27000 | 36000 | 43200 |
| | | | 18000 | 27000 |

$ 4,008,535

| | |
|---|---|
| $ | 5,214,292 |
| $ | 594,255 |

| | |
|---|---|
| $ | 5,857,774.55 |
| $ | 667,590.76 |

| |
|---|
| 81.13% |
| 8.23% |
| 89.36% |

| | | | | |
|---|---|---|---|---|
| 25 | 26 | 27 | | |
| 20 | 24 | 25 | 26 | 27 |

| | | | | |
|---|---|---|---|---|
| 45000 | 46800 | 48600 | | |
| 36000 | 43200 | 45000 | 46800 | 48600 |

ATTACHMENT F 4—Audit Report

Provide the following:

A copy of the most recent **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://tea.texas.gov/Finance_and_Grants/Financial_Accountability/Financial_Accountability_System_Resource_Guide/.

For organizations less than one year old or established organizations with no financial activity to date: If an audit report is not available, provide an unaudited financial report that includes from inception to date:

1. a statement of financial position,
2. a statement of activity, and
3. a cash flow statement.

# Texas Programs for Alternative Education

## Statement of Financial Position

YTD 11/23/2016

| | |
|---|---|
| **Assets** | |
| Current Assets | |
| Cash and Cash Equivalents | $ 10,000.00 |
| Accounts Receivable | |
| Total Current Assets | $ 10,000.00 |
| Non-Current Assets | |
| Fixed Assets | |
| Total Non-current Assets | $ - |
| **Total Assets** | **$ 10,000.00** |
| **Liabilities and Net Assets** | |
| Current Liabilities | |
| Accounts Payable | $ 2,200.00 |
| Total Current Liabilities | $ 2,200.00 |
| Net Assets | |
| Unrestricted | $ 7,800.00 |
| Total Net Assets | $ 7,800.00 |
| **Total Liabilties and Net Assets** | **$ 10,000.00** |

# Texas Programs for Alternative Education

## Statement of Cash Flow

**YTD 11/23/2016**

| | |
|---|---|
| **Cash Flows from Operating Activities** | |
| Contributions and Fundraising Activities | $ 37,602.90 |
| Payments to vendors for Goods and Services Rendered | $ (29,802.90) |
| Net Cash Provided by Operating Activities | $ 7,800.00 |
| | |
| Adjustments | |
| Accounts Payable | $ 2,200.00 |
| Total Adjustments | $ 2,200.00 |
| | |
| Total Net Cash Provided by Operating Activities | $ 10,000.00 |
| | |
| Beginning Cash and Cash Equivalents | $ - |
| **Ending Cash and Cash Equivalents** | **$ 10,000.00** |

# Texas Programs for Alternative Education

## Statement of Activities

**YTD 11/23/2016**

| | |
|---|---|
| **Revenues** | |
| 57xx Local Support | $ 37,602.90 |
| **Total Revenues** | $ 37,602.90 |
| | |
| **Expenses** | |
| 41 - General Admini: | $ 29,802.90 |
| **Total Expenses** | $ 29,802.90 |
| | |
| **Change in Net Asset:** | $ 7,800.00 |

ATTACHMENT F 5—Credit Report

Provide the following:

A **credit report** of the sponsoring entity. If the entity was incorporated prior to January 1, 2015, but has no credit history, a response from one of the credit rating agencies must be attached indicating the entity has no credit history.

If the sponsoring entity was incorporated after January 1, 2015, you are not required to provide a credit report but must instead provide a statement attesting, "No documents are being provided because the sponsoring entity was incorporated after January 1, 2015."

Attachment F5 – Credit Report

Provide the following:

A credit report of the sponsoring entity. If the entity was incorporated prior to January 1, 2015, but has no credit history, a response form on of the credit rating agencies must be attached indicating the entity has no credit history.

If the sponsoring entity was incorporated after January 1, 2015 you are not required to provide a credit report but must instead provide a statement attesting, "No documents are being provided because the sponsoring entity was incorporated after January 1, 2015.

No documents are being provided because Texas Program for Alternative Education dba Bridgeway Preparatory Academy was incorporated after January 1, 2015.

ATTACHMENT F 6—IRS Form 990

Provide the following:

The sponsoring entity's most recently filed (IRS) Form 990, Form 990-N, or Form 990-EZ. For an organization less than one year old, or if a Form 990 is not available, provide a statement that explains why a form 990 is not available.

Attachment F6 – IRS 990

Provide the following:

The sponsoring entity's most recently filed (IRS) From 990, Form 990-N, or From 990-EZ. For an organization less than one year old, or if a Form 990 is not available provide a statement that explains why a form 990 is not available.

Bridgeway Preparatory Academy Sponsoring entity, Texas Programs for Alternative Education, received 501c3 status in April 2016. Therefore it is less than one year old and does not have a 990.

ATTACHMENT F.7 — Evidence of other Financial Support

Provide the following:

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.

Applicants having no responsive documents to this attachment shall provide the statement, "The applicant has no documents in response to this attachment."

FOOTE COMMUNICATIONS

Natalie Davenport, Ph.D.
Founder & CEO
Bridgeway Preparatory Academy Charter School
Dallas, Texas

Dear. Dr. Davenport:

A president and CEO of Foote Communciations, Llc., I am confirming that my Dallas-based communications firm will provide pro-bono services during your start-up year.

During this period, I will assist Bridgeway with its public relations, marketing and social media strategies to establish and extend its brand as one of the best learning institutions for students with special and unique learning needs.

Sincerely,

Neil Foote

Neil Foote, Jr.
President/CEO
Foote Communications, Llc
214.448.3765
neil@neilfoote.com

Why Try

November 29, 2016

To Whom It May Concern:

WhyTry LLC agrees to provide a training(s) in the month of August 2018 but receive payment from state approved funds in the month of September 2018. If more information needs to be provided, please contact me directly.

Sincerely,

Bruce Bushnell
Program Director

# Diagnostic Assessment Services, Inc

November 12, 2016

To: Dr, Natalie Davenport, Founder
Bridgeway Preparatory Academy

Re: Commitment to support Bridgeway Preparatory Academy

Dr. Davenport,

Diagnostic Assessment Services, Inc. congratulates the launch team of Bridgeway Preparatory Academy on your goal to provide an all inclusive school for students with educational needs. Having served children with challenges for the last 25 years, we understand the commitment that it takes to work with this very special population of students.

As a support to your impending program, Diagnostic Assessment Services will provide an interest free line of credit in the amount of $130,000.00 to assist you during your start-up year. This line of credit will commence September 1, 2017 with maximum monthly withdrawals of $13,000.00. This line of credit will be contingent on charter school acceptance.

Your impending school project will have a positive impact on the children you serve and the community at large.

Should you need further documentation regarding this agreement, please feel free to contact our office at 972-243-4102.

Sincerely,

Michelle DeLaGarza

Dr. Michelle DeLaGarza
Chief Clinical Officer

# Synergy Center for Wellness

DDTC, Inc. dba

November 27, 2016

Dr. Natalie Davenport
Founder
Bridgeway Preparatory Academy

Dear Dr. Davenport,

We are pleased to inform you that Synergy Center for Wellness will make a $10,000.00 donation to Bridgeway Preparatory Academy to support the startup programs at the school. We believe in this project and believe it will serve many children in the community.

This donation is contingent upon charter acceptance.

Please contact our office with questions at 972-850-0715.

Sincerely,

Dr. Tia Crossley, LP
Executive Director, Synergy Center for Wellness
Licensed Psychologist

Cc: Andy Plagens, CPA

DDTC, Inc. dba

# Synergy Center for Wellness

November 11, 2016

Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

To whom it may concern:

Synergy Center for Wellness is a multi-faceted organization that offers a holistic and therapeutic clinical approach. We are committed to facilitating, enhancing, and supporting the individual and family system. We are thrilled to have a school option that understands the importance of social and emotional development in the overall success of learners. *Bridgeway Preparatory Academy* is cutting edge in its approach and will be valuable to the community in which it is located. Synergy Center for Wellness is committed to supporting *Bridgeway* in this endeavor by providing ancillary services that we believe will be valuable to the families of *Bridgeway* and the community. We look forward to making a significant impact on families through our partnership with *Bridgeway*.

Sincerely,

Dr. Tia B. Crossley
Licensed Psychologist/Health Service Psychologist
Clinical Director
Synergy Center for Wellness

LMG
LUNDY MARKETING GROUP

November 29, 2016,

Dear Dr. Davenport,

Please allow this letter to confirm that my firm (LMG), will donate to Bridgeway Prepatory Academy mutually agreed upon strategic marketing consultation to include, but not be limited to Brand marketing, Cause /Campaign development, Corporate partnership outreach& fundraising, public relations and talent spokesperson services.

Sincerely,

Larry Lundy

President

LMG

**P.O. Box 703736 • Dallas, TX 75370 • 972.377.9026 • 972.377.9031 Fax •** [redacted]

ATTACHMENT G 1—501(c)(3) Determination Letter

Provide the following:

The 501(c)(3) Determination Letter issued by the Internal Revenue Service (IRS) or evidence of filing for tax exempt status with the IRS.

Note: Applicants submitting proof of filing with the IRS must provide to the TEA the Determination Letter issued by the IRS granting the entity nonprofit status, no later than Friday, April 7, 2017, in order to be deemed an eligible entity and scheduled for an applicant interview. Failure to submit the Determination Letter will result in the applicant being removed from the application process without the opportunity to interview.

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: APR 07 2016

TEXAS PROGRAMS FOR ALTERNATIVE
EDUCATION
C/O THOMAS A FULLER
2000 E LAMAR BLVD STE 600
ARLINGTON, TX 76006

Employer Identification Number:
47-5257421
DLN:
17053061358006
Contact Person:
JAMIE N HEITBRINK ID# 31644
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
August 31
Public Charity Status:
170(b)(1)(A)(ii)
Form 990/990-EZ/990-N Required:
Yes
Effective Date of Exemption:
September 5, 2015
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

You're not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you operate under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled or not renewed, you should notify us. You'll also be required to comply with Revenue Procedure 75-50.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt

Letter 947

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.

We sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

Jeffrey I. Cooper
Director, Exempt Organizations
Rulings and Agreements

ATTACHMENT G 2—Articles of Incorporation

Provide the following:

The original Articles of Incorporation filed with the Texas Secretary of State, or the state of incorporation and any restated Articles of Incorporation and Articles of Amendment.

If the sponsoring entity was incorporated after January 1, 2006, submit the Certificate of Formation **and** the Certificate of Filing in place of the Articles of Incorporation.

| Form 202 | | |
|---|---|---|
| Secretary of State<br>P.O. Box 13697<br>Austin, TX 78711-3697<br>FAX: 512/463-5709<br><br>Filing Fee: $25 | **Certificate of Formation<br>Nonprofit Corporation** | **Filed in the Office of the<br>Secretary of State of Texas<br>Filing #: 802287289 09/05/2015<br>Document #: 629143140004<br>Image Generated Electronically<br>for Web Filing** |

**Article 1 - Corporate Name**

The filing entity formed is a nonprofit corporation. The name of the entity is :

**Texas Programs for Alternative Education**

**Article 2 – Registered Agent and Registered Office**

☐ A. The initial registered agent is an organization (cannot be corporation named above) by the name of:

**OR**

☑ B. The initial registered agent is an individual resident of the state whose name is set forth below:

**Name:**
**Thomas Fuller**

C. The business address of the registered agent and the registered office address is:

**Street Address:**
**2000 E. Lamar Blvd.**
**Suite 600 Arlington TX 76006**

**Consent of Registered Agent**

☐ A. A copy of the consent of registered agent is attached.

**OR**

☑ B. The consent of the registered agent is maintained by the entity.

**Article 3 - Management**

☐ A. Management of the affairs of the corporation is to be vested solely in the members of the corporation.

**OR**

☑ B. Management of the affairs of the corporation is to be vested in its board of directors. The number of directors, which must be a minimum of three, that constitutes the initial board of directors and the names and addresses of the persons who are to serve as directors until the first annual meeting or until their successors are elected and qualified are set forth below.

Director 1: **Natalie Davenport** Title: **Director**

Address: **4100 Alpha Road, Suite 1150 Dallas TX, USA 75244**

Director 2: **Karen Kizzee Harkee** Title: **Director**

Address: **8301 Foothill Dr. Plano TX, USA 75024**

Director 3: **Jay Cummings** Title: **Director**

Address: **328 Paige Education Building, Texas Southern Univ. 3100 Cleburne Avenue Houston TX, USA 77004**

**Article 4 - Organization Structure**

☐ A. The corporation will have members.

or

☑ B. The corporation will not have members.

**Article 5 - Purpose**

The corporation is organized for the following purpose or purposes:

**1. The corporation is organized and shall be operated exclusively for religious,**

charitable, scientific, literary or educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 (the "Code"). The primary purpose and mission of this corporation is to to operate a charter school and all purposes incidental thereto.

2. No part of the net earnings of the corporation shall inure to the benefit of any Director of the corporation, private shareholder or officer of the corporation, or any private individual, and no Director or officer of the corporation, or any private individual shall be entitled to share in the distribution of any of the corporate assets on dissolution of the corporation. 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 publication or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

3. Notwithstanding any other provision of this Certificate of Formation, the corporation shall not carry on, conduct, engage, participate, or intervene in any activity or transaction not permitted to be conducted or carried on by an organization exempt from taxation under Section 501(c)(3) of the Code and its Regulations as they now exist or as they may hereafter be amended or by any organization, contributions to which are deductible under Section 170(c)(2) of the Code and Regulations as they now exist or as they may hereafter be amended, or in any activity or transaction which would result in the loss by the corporation of its status as an exempt organization under the provisions of Section 501(c)(3) and Section 501(a) the Code of 1986 or corresponding provisions hereafter in effect; and the use, directly or indirectly, of any part of the corporation's assets in any such activity or transactions is hereby expressly prohibited.

Supplemental Provisions / Information

In the event of the dissolution of the corporation or the winding up of its affairs, the assets of the corporation and rights thereto shall not be transferred to private ownership, but shall be distributed exclusively to charitable, religious, scientific, literary, or educational organizations which would then qualify under the provisions of Section 501(c)(3) of the Internal Revenue Code and its Regulations as they now exist or as they may hereafter be amended, which are exempt from federal income taxation under Section 501(a) of the Code or corresponding provisions hereafter in effect, and which are engaged in activities substantially similar to those of the corporation carried out in furtherance of the purposes specified herein.

A director is not liable to the corporation or anyone claiming thereunder for monetary damages for an act or omission in the director's capacity as director except as otherwise provided by a Texas statute.

The corporation will indemnify a person who was, is, or is threatened to be made a named defendant or respondent in litigation or other proceedings because the person is or was a director or other person related to the corporation to the extent required by the provisions of the Texas Business Organizations Code governing indemnification. The corporation may also indemnify such persons to

**the extent permitted by the Texas Business Organizations Code governing indemnification.**

[The attached addendum, if any, is incorporated herein by reference.]

**Effectiveness of Filing**

☑ A. This document becomes effective when the document is filed by the secretary of state.

**OR**

☐ B. This document becomes effective at a later date, which is not more than ninety (90) days from the date of its signing. The delayed effective date is:

**Organizer**

The name and address of the organizer are set forth below.

**Thomas A. Fuller** **2000 E. Lamar Blvd., Suite 600, Arlington, TX 76006**

**Execution**

The undersigned affirms that the person designated as registered agent has consented to the appointment. The undersigned signs this document subject to the penalties imposed by law for the submission of a materially false or fraudulent instrument and certifies under penalty of perjury that the undersigned is authorized under the provisions of law governing the entity to execute the filing instrument.

**Thomas A. Fuller**
Signature of organizer.

**FILING OFFICE COPY**

Corporations Section
P.O.Box 13697
Austin, Texas 78711-3697

Carlos H. Cascos
Secretary of State

# Office of the Secretary of State

## CERTIFICATE OF FILING
## OF

Texas Programs for Alternative Education
File Number: 802287289

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: 09/05/2015

Effective: 09/05/2015

Carlos H. Cascos
Secretary of State



2.77A

Corporations Section
P.O.Box 13697
Austin, Texas 78711-3697

Carlos H. Cascos
Secretary of State

PROVIDED DURING RESUBMISSION PERIOD

# Office of the Secretary of State

## CERTIFICATE OF FILING
## OF

Texas Programs for Alternative Education
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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: 09/05/2015

Effective: 09/05/2015

Carlos H. Cascos
Secretary of State



2.77A

ATTACHMENT G 3—Organization Bylaws

Provide the following:

The original bylaws of the sponsoring entity including any and all amendments made to the original document.

# By-Laws
of
*Texas Programs for Alternative Education*
a Texas non-profit corporation

## PREAMBLE

These By-laws ("By-laws") are subject to, and governed by, the Texas Non-Profit Corporation Act, as amended from time to time (the "Act"), and the Articles of Incorporation of the corporation. In the event of a direct conflict between the provisions of these By-laws and the mandatory provisions of the Act or the provisions of the articles of incorporation of the corporation, such provisions of the Act or the articles of incorporation of the corporation, as the case may be, will be controlling.

## I.
## NAME AND PURPOSE

1.1 Name. The name of the corporation is Texas Programs for Alternative Education.

1.2 Purposes. The purposes for which this corporation is formed are to operate a Texas open-enrollment charter school and, for the benefit the students served by the school, receive and maintain a fund or funds of real or personal property, or both, and, subject to the restrictions and limitations hereinafter set forth, to use and apply the whole or any part of the income therefrom and the principal thereof exclusively for educational and charitable purposes, and to operate schools and other educational support operations that benefit schools, either directly or by contributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or the provision of any subsequent United States revenue law (with such code, as it now exists or may hereafter be amended, and any such subsequent law being collectively referred to herein as the "Code") and the regulations promulgated thereunder (as they now exist or as they may hereafter be amended, the "Regulations"); provided, however, that the corporation shall neither have nor exercise any power, nor engage directly or indirectly in any activity, that would invalidate the corporation's status as an organization that is exempt from federal income tax under Section 501(c)(3) of the Code.

## II.
## OFFICES

2.1 Principal Office. The principal office of the corporation in the State of Texas shall be located at a campus to be developed in either the County of Dallas, Texas, or in the greater Dallas/Fort Worth Metroplex. Until such time as the campus is developed, the temporary principal location of the office shall be at 4100 Alpha Road, Suite 1150, Dallas, Dallas County, Texas 75244.

2.2 Other Offices. The Corporation may have such other offices, either within or outside of the County of Dallas, State of Texas, as the Board of Directors may determine or as the affairs of the corporation may require from time to time.

2.3 Registered Office and Registered Agent. The corporation shall have and continuously maintain in the State of Texas a registered office and a registered agent whose office is identical with such registered office, as required by the Act. The registered office may be, but need not be, identical with the principal office of the corporation in the State of Texas, and the address of the registered office may be changed from time to time by the Board of Directors.

## III.
## MEMBERS

3.1 Members. The corporation shall have no members.

## IV.
## BOARD OF DIRECTORS

4.1 Management. The business and property of the corporation shall be managed and controlled by a Board of Directors.

4.2 Number of Directors. The number of directors of the corporation shall be determined from time to time by the Board of Directors. In no event, however, shall the number of directors be less than three. When the number of directors is so decreased by amendment adopted by the Board of Directors, each director in office shall serve until his term expires or until he tenders his or her resignation to the Board of Directors.

4.3 Advisory Directors. The Board of Directors may also appoint such "advisory directors" as it shall deem necessary and proper, to act in advisory capacities

without the power of final decision in matters concerning the business of the corporation and without power to vote as a director.

4.4 Election and Term of Office. Following nomination by any nominating committee established pursuant to these Bylaws or, if there be no such committee, by the Chair, each director shall be elected for a three-year term at the annual meeting of the Board of Directors by a majority vote and shall hold office until such director's successor is elected and qualified, unless such director shall earlier die, resign, or be removed.

4.5 Resignation. Any director may resign at any time by giving written notice of such resignation to the Board of Directors of the corporation. Such resignation shall be effective upon receipt (unless specified to be effective at a later date or time) and acceptance thereof shall not be necessary to make it effective unless it so states. Any director who verbally resigns at any meeting or to the Chair shall be deemed to have submitted a written resignation if such director fails to submit a written resignation or withdrawal thereof within 30 days following the receipt by such director of written confirmation promptly following any such verbal resignation.

4.6 Removal. The Board of Directors may remove any director from the Board of Directors, with or without cause, at any time.

4.7 Vacancies. Any vacancy in the Board of Directors occurring during the year, including vacancy created by an increase in the number of directors, shall be filled for the unexpired portion of the term by a majority vote of the remaining directors. The Board of Directors may fill any vacancy even though comprised of less than three directors. Any director elected to fill a vacancy shall hold office until the election and qualification of his successor.

4.8 Meetings.

4.8.1 Annual Meetings. Annually, upon appropriate legal notice at such time as the Board of Directors shall elect, the directors shall meet for the purpose of the election of directors and officers and the transaction of other business.

4.8.2 Regular and Special Meetings. Regular meetings of the Board of Directors may be held at such time and place as shall be determined by the Board of Directors and stated in the appropriate legal notice. The Chair or a majority of the

directors may call special meetings of the Board of Directors upon appropriate legal notice at such time and place as stated in the notice.

4.8.3 Meetings; Notice of Meetings. The corporation shall comply with the Texas Open Meetings Act or any successor statute (the "Texas Open Meetings Act"). Notice of all Board of Directors' meetings, except as herein otherwise provided, shall be given before the meeting to each director, and posted in accordance with the Texas Open Meetings Act, at least 72 hours or the number of hours required under the Texas Open Meetings Act, whichever is greater, before the time of the meeting. Each notice shall state the date, time, and place of the meeting, as well as any other information required under the Texas Open Meetings Act. Any proper business of the corporation may be transacted at any directors' meeting, subject to compliance with the notice requirements of the Texas Open Meetings Act.

4.9 Chair. At all meetings of the Board of Directors, the Chair, or in the Chair's absence, the Vice Chair, or in their absence, a chairperson chosen by the directors present, shall preside.

4.10 Quorum; Action. At any meeting of the Board of Directors, a majority of the directors then in office, present in person or by telephonic conference call (or other suitable electronic communications system), shall be necessary and sufficient to constitute a quorum for the transaction of business. The act of a majority of the directors present at any meeting at which there is a quorum shall be the act of the Board of Directors, except as may be otherwise specifically provided by statute or by these By-laws. Any meeting may be adjourned by a majority of those directors present, whether or not a quorum is present, without further notice to any absent director or any other party.

4.11 Compensation. Directors shall not receive compensation of any kind for their services as directors. By resolution of the Board of Directors, directors may be reimbursed for their reasonable expenses, if any, of attendance at each regular or special meeting of the Board of Directors.

4.12 Powers. All the corporate powers, except such as are otherwise provided for in these By-laws and in the laws of the State of Texas, shall be and are hereby vested in and shall be exercised by the Board of Directors. The Board of Directors may by general resolution delegate to committees of their own number, or to officers of the corporation, such powers as they may see fit.

## V.
## OFFICERS

5.1 Titles and Term of Office; Qualifications. The composition of the Board of Directors shall consist of a Chair, a Vice Chair, and a Secretary. The Board of Directors, in its discretion, may appoint officers of the corporation, including a Superintendent, a Chief Financial Officer, one or more Vice Presidents, and such other officers as the Board of Directors may from time to time elect or appoint. The officers of the corporation shall be elected annually by the Board of Directors at the annual meeting of the Board of Directors. The term of office of each officer shall commence with his or her election and shall expire with the election of his or her successor, or until such officer shall earlier die, resign, be removed, or become disqualified. Any two or more offices may be held by the same person except the offices of Superintendent and Secretary. With the exception of the Chair and the Vice Chair, the officers need not be directors of the corporation; the Superintendent shall be a non-voting member of the Board of Directors.

5.2 Resignation. Any officer may resign at any time by delivering a written resignation to the Superintendent or the Secretary or to the corporation at its principal office and such resignation shall be effective upon receipt (unless specified to be effective at a later date or time). Any officer who verbally resigns at any meeting or to the Superintendent shall be deemed to have submitted a written resignation if such officer fails to submit a written resignation or withdrawal thereof within 30 days following the receipt by such officer of written confirmation promptly following any such verbal resignation.

5.3 Removal. The Board of Directors may remove any officer from office, with or without cause, at any time.

5.4 Vacancies. A vacancy in the office of any officer shall be filled by a vote of a majority of the directors, and the officer so elected shall hold office until the next annual meeting of the Board of Directors and until a successor is elected and qualified, or until the officer sooner dies, resigns, is removed, or becomes disqualified.

5.5 Chair. The Chair shall preside at all meetings of the Board of Directors. The Chairman of the Board of Directors shall possess the same power as the Superintendent, Vice President and Secretary to sign all contracts, certificates and other instruments of the corporation that may be authorized by the Board of Directors. The

Chair shall also perform such other duties and may exercise such other powers as from time to time may be assigned to the Chair by the Board of Directors. The Chair shall set the agenda and facilitate meetings of the Board, maintain order during Board meetings, and sign documents on behalf of the Board. Executive Session minutes of the Board shall be maintained by the Chair.

5.6 Vice Chair. The Vice Chair, if one is proposed by the Chair and elected by the Board of Directors, shall also perform such other duties and may exercise such other powers as from time to time may be assigned to the Vice Chair by the Chair or the Board of Directors.

5.7 Superintendent. The Superintendent shall perform all the duties and shall have all the powers commonly incident to the president and chief executive officer, shall in general supervise and control all of the business and affairs of the corporation, shall see that all orders and resolutions of the Board of Directors are carried into effect, and shall have such other powers and perform such other duties as may be assigned to him or her by the Board of Directors. The Superintendent shall be subject to the control of the Board of Directors and shall report to the Board of Directors. The Superintendent, when present, shall preside at all meetings of the Board of Directors in the absence of the Chair and, if one is elected, the Vice Chair. The Superintendent shall be the chief executive officer of the corporation. The Superintendent may execute, with the Secretary or any other proper officer of the corporation thereunto authorized by the Board of Directors, all contracts, conveyances, franchises, bond, deeds, assignments, mortgages, notes, and other instruments of the corporation which the Board of Directors has authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board of Directors or by these By-laws to some other officer or agent of the corporation, or shall be required by law to be otherwise signed or executed, and in general shall perform all duties incident to the office of the Superintendent and such other duties as may be prescribed by the Board of Directors from time to time.

5.8 Associate Superintendent. The Associate Superintendent (or senior Associate Superintendent if more than one), if elected, unless otherwise determined by the Board of Directors shall, in the absence or disability of the Superintendent, perform the duties and possess and exercise the powers of the Superintendent. To the extent authorized by law, the Associate Superintendent shall have such other powers as the

Board of Directors may determine and shall perform such other duties as may be assigned by the Board of Directors or as Superintendent may from time to time delegate.

5.9 Chief Financial Officer. The Chief Financial Officer, if elected, shall be the chief financial officer and chief accounting officer of the corporation. The Chief Financial Officer shall have custody of all the funds and securities of the corporation. When necessary or proper, the Chief Financial Officer may endorse, on behalf of the corporation, for collection, checks, notes, and other obligations and shall deposit the same to the credit of the corporation in such bank or banks or depositories as shall be designated in the manner prescribed by the Board of Directors, and the Chief Financial Officer may sign all receipts and vouchers for payment made to the corporation, either alone or jointly with such other officer as is designated by the Board of Directors. The Chief Financial Officer shall keep proper books of account and other books showing at all times the amount of the funds and other property belonging to the corporation, all of which books shall be open at all times to the inspection of the Board of Directors. The Chief Financial Officer or such other person determined by the Board of Directors shall, under the direction of the Board of Directors, disburse all moneys. The Chief Financial Officer or such other person determined by the Board of Directors shall also submit a report of the accounts and financial condition of the corporation at each annual meeting of the Board of Directors if so requested by the Board of Directors. In general, the Chief Financial Officer shall perform all acts incident to the position of Chief Financial Officer, subject to the control of the Board of Directors, and shall perform such other duties as may be prescribed from time to time by the Board of Directors or the Superintendent. The Chief Financial Officer shall, if required by the Board of Directors, give such bond for the faithful discharge of his or her duties in such form as the Board of Directors may require. In the case of the absence or disability of the Chief Financial Officer, the Board of Directors may appoint one or more Assistant Chief Financial Officers to perform the duties of the Chief Financial Officer during such absence or disability, together with such powers as the Board of Directors may from time to time designate. At the expiration of his or her term of office, the Chief Financial Officer shall deliver over to his or her successor all books, money, and other property.

5.10 Secretary. The Secretary of the corporation (i) shall keep the minutes of all meetings of the Board of Directors in books provided for that purpose, (ii) shall attend to the giving and serving of all notices, (iii) may in the name of the corporation attest to the signatures to all contracts, conveyances, franchises, bonds, deeds,

assignments, mortgages, notes, and other instruments of the corporation and affix the seal, if any, of the corporation thereto, (iv) may sign with the Superintendent in the name of the corporation all contracts, conveyances, franchises, bonds, deeds, assignments, mortgages, notes, and other instruments of the corporation, (v) shall in general perform duties incident to the office of Secretary, subject to the control of the Board of Directors, and (vi) shall discharge such other duties as shall be prescribed from time to time by the Board of Directors or the Superintendent; provided, however, that the person presiding at any meeting of the Board of Directors may designate another individual to keep minutes of that meeting. The Board of Directors may appoint one or more Assistant Secretaries to perform the duties of the Secretary during any absence or disability of the Secretary, together with such powers as the Board of Directors may from time to time designate. The Secretary shall ensure that minutes are taken of all Board meetings, ensure that notices of meetings and elections are posted and distributed as required, and co-sign documents on behalf of the Board.

5.11 Other Officers. Other officers shall have such duties and powers as may be designated from time to time by the Board of Directors.

5.12 Agents and Representatives. The Board of Directors may appoint such agents and representatives of the corporation with such powers and to perform such acts or duties on behalf of the corporation as the Board of Directors may see fit, so far as may be consistent with the purposes of the corporation as set forth in its articles of incorporation and with these By-laws, to the extent authorized or permitted by law.

5.13 Bonding and/or Insurance. At the direction of the Board of Directors, the Chief Financial Officer and such other officers, agents, and employees of the corporation as the Board of Directors shall designate shall be bonded in such amount and with such surety or sureties as shall be satisfactory to the Board of Directors. The officers of the corporation shall also be covered by an errors and omissions policy deemed appropriate by the Board. All costs associated with bonding and/or insurance as set forth herein shall be paid for by the corporation and at no personal expense to the covered persons.

5.14 Compensation. The compensation, if any, of all officers and agents of the corporation shall be fixed by the Board of Directors.

## VI.
## COMMITTEES

6.1 Committees of the Board. The Board of Directors, by resolution adopted by a majority of the directors in office, may designate and appoint the members of one or more committees, each of which must also be members of the Board of Directors. Such committees, to the extent provided in said resolution, shall have and exercise the authority of the Board of Directors in the management of the corporation. However, no such committee shall have any authority to (a) amend the articles of incorporation of the corporation, (b) amend, alter, or repeal the By-laws, (c) elect, appoint, or remove any member of any such committee or any director or officer of the corporation, (d) adopt a plan of merger or adopt a plan of consolidation with another corporation, (e) authorize the sale, lease, exchange, or mortgage of all or substantially all of the property and assets of the corporation, (f) authorize the voluntary dissolution of the corporation or revoke proceedings therefor, (g) adopt a plan for the distribution of the assets of the corporation, or (h) amend, alter, or repeal any resolution of the Board of Directors which by its terms provides that it shall not be amended, altered, or repealed by such committee. The designation and appointment of any such committee and the delegation thereto of authority shall not operate to relieve the Board of Directors, or any individual director, of any responsibility imposed on it or him or her by law.

6.2 Executive Committee. The Board of Directors, by resolution adopted by a majority of the directors at a meeting at which a quorum is present, may elect an Executive Committee from among candidates nominated by the Chair; members of the Executive Committee shall serve at the pleasure of the Chair. The Executive Committee shall be empowered to act in such emergency situation as shall be provided by statute and as may be directed from time to time by the Board of Directors.

6.3 Other Committees. The Board of Directors, by resolution adopted by a majority of the directors at a meeting at which a quorum in present, may establish other committees not having and exercising the authority of the Board of Directors in the management of the corporation and designate and appoint the members thereof. Membership on such committees may, but need not be, limited to directors. One such committee shall be the Finance Committee, the members of which shall include, but shall not be limited to, the Chief Financial Officer of the corporation and a representative of each school operated by the corporation as selected by the Board of Directors.

6.4 Term of Office; Removal. Each member of a committee shall continue as such until the next annual meeting of the Board of Directors and until his or her successor is appointed, unless the committee shall be sooner terminated, or unless such member shall be removed from such committee, or unless such member shall cease to qualify as a member thereof. The Board of Directors may remove the member of any committee, with or without cause, at any time.

6.5 Chairperson. One member of each committee shall be appointed chairperson by the Chair.

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

6.7 Quorum. Unless otherwise provided in the resolution of the Board of Directors designating a committee, a majority of the whole committee shall constitute a quorum and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

## VII.
## INDEMNIFICATION

7.1 Mandatory Indemnification: Directors or Officers Successful in Defense. To the full extent permitted by the Act, the corporation shall indemnify any person or the estate of any deceased person (such person or estate of any deceased person being hereafter throughout this Article referred to as "Person") who was or is a party or is threatened to be made a party to any Proceeding (as hereafter defined in this Article), by reason of the fact that he or she is or was (i) a director or officer of the corporation, (ii) serving at the request of the corporation as a director, trustee, officer, partner, venturer, proprietor, employee, agent, or similar functionary of another foreign or domestic corporation, partnership, joint venture, sole proprietorship, association, employee benefit plan, or other enterprise or organization, (iii) a trustee or officer of any school organized and operating under any Charter held by the corporation (each a "School"), or (iv) serving at the request of a School as a director, trustee, officer, employee, agent, or similar functionary of another foreign or domestic corporation, partnership, joint venture, sole proprietorship, association, employee benefit plan, or other enterprise or organization (hereafter throughout this Article collectively referred to as "director") against expenses (including reasonable attorneys' fees) actually and

reasonably incurred by him or her in connection therewith to the extent that he or she has been wholly successful on the merits or otherwise in defense of such Proceeding.

For purposes of this Article, "Proceeding" means any threatened, pending, or completed action, suit, or proceeding, whether civil, criminal, administrative, arbitrative, or investigative, any appeal in such action, suit, or proceeding, and any inquiry or investigation that could lead to such an action, suit, or proceeding.

7.2 Indemnification: Whether Successful or Not in Defense.

7.2.1 The corporation shall indemnify any present or former director or officer of the corporation (or the estate of such a person) who was or is a party or is threatened to be made a party to any Proceeding by reason of the fact that he or she is or was a director or officer, and the corporation may indemnify any Person (other than a present or former director or officer of the corporation (or the estate of such person)) who was or is a party or is threatened to be made a party to any Proceeding by reason of the fact that he or she is or was a director or employee or agent of the corporation, against expenses (including reasonable attorneys' fees) actually and reasonably incurred by him or her, and against judgments, penalties (including excise and similar taxes), fines, and amounts paid in settlement by him or her in connection therewith if he or she acted in good faith and in a manner he or she reasonably believed, in the case of conduct in his or her official capacity, as defined in Article 1396—2.22A.A.(4) of the Act ("Official Capacity"), to be in the best interests of the corporation; or, in all other cases, to be not opposed to the best interests of the corporation; and, with respect to any criminal Proceedings, if he or she had no reasonable cause to believe his or her conduct was unlawful; provided, however, that if he or she is found liable to the corporation or is found liable on the basis that personal benefit was improperly received by him or her, the indemnification provided pursuant to this Section 7.02: (i) is limited to expenses actually and reasonably incurred by him or her in connection with the Proceeding; and (ii) may not be made in respect of any Proceeding in which he or she has been found liable for willful or intentional misconduct in the performance of his or her duties to the corporation.

7.2.2 The termination of any Proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent, will not, of itself, create a presumption that the Person did not act in good faith and in a manner which he or she reasonably believed to be in or not opposed to the best interests of the corporation

or, with respect to any criminal Proceeding, that he or she had reasonable cause to believe that his or her conduct was unlawful. A Person will be deemed to have been found liable in respect to any claim, issue or matter only after the Person has been so adjudged by a court of competent jurisdiction after exhaustion of all appeals.

7.2.3 Notwithstanding any other provisions of this Article, the corporation must indemnify any Person as to whom indemnification is mandatory under Section 7.01 or Section 7.02 to the fullest extent permitted by law.

7.3 Indemnification Procedure. Any indemnification under Section 7.02 (unless ordered by a court or made pursuant to a determination by a court) may be made by the corporation only as authorized in the specific case upon a determination that indemnification of the Person is proper under the circumstances because the Person has met the applicable standard of conduct set forth in Section 7.02. Such determination will be made:

7.3.1 by a majority vote of a quorum consisting of directors who at the time of the vote are not named defendants or respondents in the Proceeding;

7.3.2 if such quorum cannot be obtained, by a majority vote of a committee of the Board of Directors, designated to act in the matter by a majority vote of all directors, consisting solely of two or more directors who at the time of the vote are not named defendants or respondents in the Proceeding; or

7.3.3 by special legal counsel selected by the Board of Directors or a committee of the Board by vote as set forth in Sections 7.3.1 or 7.3.2, or, if such a quorum cannot be obtained and such a committee cannot be established, by a majority vote of all directors.

7.4 Authorization of Payment.

7.4.1 Authorization of indemnification and determination as to reasonableness of expenses will be made in the same manner as the determination that indemnification is permissible, except that if special legal counsel makes the latter determination, authorization of indemnification and determination as to reasonableness of expenses must be made:

(1) by a majority vote of a quorum consisting of directors who at the time of the vote are not named defendants or respondents in the Proceedings; or

(2) if such a quorum cannot be obtained, by a majority vote of a committee of the Board of Directors, designated to act in the matter by a majority vote of all directors, consisting solely of two or more directors who at the time of the vote are not named defendants or respondents in the Proceeding; or,

(3) if such a committee cannot be established, by a majority vote of all directors.

7.4.2 Notwithstanding Section 7.4.2, payment of expenses actually and reasonably incurred by any Person as to whom indemnification is mandatory under Section 7.1 or Section 7.2 will be deemed to be authorized provided that the standard of conduct necessary for indemnification under Section 7.2.1 is met.

7.5 Advancement of Expenses.

7.5.1 Expenses incurred in defending such Proceeding may be paid by the corporation in advance of the final disposition of the Proceeding, without any of the authorizations or determinations specified in Section 7.3 and Section 7.4, upon receipt of a written affirmation by the Person of his or her good faith belief that he or she has met the standard of conduct necessary for indemnification under applicable law and a written undertaking by or on behalf of the Person to repay such amount unless it ultimately is determined that he or she is entitled to be indemnified by the corporation as authorized in this section. The written undertaking must be an unlimited general obligation of the Person but need not be secured. It may be accepted without reference to financial ability to make repayment.

7.5.2 Provided that the written affirmation and undertaking described in Section 7.5.1 are received by the corporation from a Person to be paid or reimbursed for expenses incurred and as to whom indemnification is mandatory under Section 7.1 or Section 7.2.1, such payment or reimbursement will be deemed to be authorized.



7.6 Other Rights. The indemnification provided by these By-laws may not be deemed exclusive of any other rights to which a Person seeking indemnification may be entitled under the articles of incorporation of the corporation, these By-laws, a resolution of the Board of Directors, an agreement or otherwise both as to action in his or her Official Capacity and as to action in any other capacity, and will continue as to such Person after the termination of such capacity and will inure to the benefit of his or her heirs, executors, and administrators; provided, however, that any provision for the corporation to indemnify or to advance expenses to a director, whether contained in the articles of incorporation of the corporation, these By-laws, a resolution of directors, an agreement or otherwise, except in accordance with Section 7.7, is valid only to the extent it is consistent with Article 1396—2.22A of the Act, as limited by the articles of incorporation of the corporation, if such a limitation exists.

7.7 Insurance. The corporation may purchase and maintain insurance on behalf of any Person by reason of the fact that he or she is or was serving at the request of the corporation as a director or employee or agent of the corporation against any liability asserted against him or her and incurred by him or her in any such capacity, or arising out of his or her status as a Person, whether or not the corporation would have the power to indemnify him or her against such liability under Article 1396—2.22A of the Act.

7.8 Other Arrangements. In addition to the powers described in Section 7.7, the corporation may purchase, maintain, or enter into other arrangements on behalf of any Person who is or was a director or officer of the corporation against any liability asserted against him or her and incurred by him or her in such capacity or arising out of his or her status as such a Person, whether or not the corporation would have the power to indemnify him or her against such liability under Article 1396—2.22A of the Act. If the other arrangement is with a person or entity that is not regularly engaged in the business of providing insurance coverage, the arrangement may provide for payment of a liability (with respect to which the corporation would not have the power to indemnify the Person). Without limiting the power of the corporation to procure or maintain any kind of arrangement, the corporation may, for the benefit of Persons described in this Section 7.8, (i) create a trust fund, (ii) establish any form of self-insurance, (iii) secure its indemnity obligation by grant of a security interest or other lien on the assets of the corporation, or (iv) establish a letter of credit, guarantee, or surety arrangement.

7.9 Other Provisions Applicable to Insurance and Other Arrangements. The insurance may be procured, maintained, or established with an insurer, or the other arrangement may be procured, maintained, or established within the corporation or with any insurer or other person considered appropriate by the Board of Directors, regardless of whether all or part or the stock or other securities of the insurer or other persons are owned in whole or part by the corporation. In the absence of fraud, the judgment of the Board of Directors as to the terms and conditions of the insurance or other arrangement and the identity of the insurer or other person participating in an arrangement will be conclusive and the insurance or other arrangement will not be voidable and will not subject the directors approving the insurance or other arrangement to liability, on any grounds, regardless of whether directors participating in the approval are beneficiaries of the insurance or other arrangement.

7.10 Indemnification of Employees or Agents. The corporation may indemnify and advance expenses to an employee or agent who is not a Director or officer to such further extent, consistent with law, as may be provided by general or specific action or the Board of Directors, by contract, or as permitted or required by common law.

7.11 Severability. In the event that any part or portion of this Article is judicially determined to be invalid or unenforceable, such determination will not in any way affect the remaining portions of this Article, but the same will be divisible and the remainder will continue in full force and effect. Notwithstanding any provision of this Article to the contrary, the corporation shall not indemnify any person described in this Article if such indemnification (i) would jeopardize the corporation's tax-exempt status under Section 501(c)(3) of the Code, (ii) would cause the imposition of the federal excise tax under Section 4958 of the Code, or (iii) if the corporation is determined to be a private foundation for federal income tax purposes, would cause the imposition of the federal excise tax for self-dealing under Section 4941 of the Code or for making a taxable expenditure under Section 4945 of the Code.

7.12 Appearance as a Witness or Otherwise. Notwithstanding any other provision of this Article, the corporation may pay or reimburse expenses incurred by a director, officer, or other person in connection with his or her appearance as a witness or other participation in a Proceeding at a time when he or she is not a named defendant or respondent in the Proceeding.

# VIII.
# CONFLICTS OF INTEREST AND CONTRACTS OR AGREEMENTS INVOLVING DIRECTORS OR OFFICERS

8.1 Contracts or Agreements. Subject to the limitations of this Section, members of the Board of Directors and officers of the corporation shall be permitted to maintain a direct or indirect interest in any contract relating to or incidental to the operations of the corporation, and may freely make contracts, enter into transactions, or otherwise act for and on behalf of the corporation notwithstanding that at such time they also may be acting as individuals or as directors, beneficiaries or advisers of trusts, or as members, associates, agents, shareholders, officers, or directors, of other persons or corporations or may be interested in the same matter as shareholders, directors, officers, or otherwise; provided, however, that no contract or agreement may be entered into by and between the corporation and any of the following: (i) a director, officer, committee member, or employee of the corporation (hereinafter an "Insider"); or (ii) any corporation, partnership, trust, sole proprietorship or any other entity in which an interest is owned or held, directly or indirectly, by or for the benefit of an Insider, unless the transaction is approved in accordance with Article 1396—2.30 of the Act as specified herein.

8.2 Authorization and Approval. Article 1396—2.30 of the Act requires that prior to consummating any contract, transaction, or action taken on behalf of the corporation involving any matter in which a director or officer is personally interested as a shareholder, director, officer, trustee, or beneficiary or advisor of a trust, or otherwise, that contract, transaction or action must be authorized and approved in good faith and with ordinary care by a vote of a majority of the number of directors in attendance at a meeting at which a quorum is present, without counting the vote(s) of any interested director(s), and only after the disinterested directors are provided with knowledge of the material facts concerning the contract or transaction and each interested director's or officer's interest in the transaction, and only if the entering into of such contract or transaction is not violative of those provisions of the articles of incorporation of the corporation that prohibit the corporation's use or application of its funds for private benefit. Any interested director may be counted in determining the presence of a quorum at a meeting of the Board of Directors at which a contract or transaction described in this section is authorized, but the interested director must leave the meeting during the discussion of, and the vote on, such contract or transaction. The minutes of any such meeting must include (i) the names of the interested directors who

disclosed any possible direct or indirect interest, a description of the nature of the alleged interest and whether the Board of Directors determined a conflict of interest did in fact exist, (ii) the names of the directors who were present for discussions relating to the proposed contract or transaction, the content of those discussions, including any alternatives to the proposed contract or transaction and a record of the vote, and (iii) such other information as may be required by the policies of the corporation.

Additional Limitations. Notwithstanding any provision contained in this Section, no contract, transaction, or act shall be entered into or performed on behalf of the corporation if such contract, transaction, or act would (i) result in the loss of the corporation's exemption from federal income tax or (ii) violate any provision of applicable law, including, without limitation, the Texas Education Code, or any successor statute, or any of the regulations promulgated thereunder.

8.3 Disclosed interests. Every vote of the Board shall comply with applicable provisions of the Texas Education Code or successor provision, including parts of Chapter 171 of the Texas Local Government Code as made applicable to Texas charter schools, and applicable provisions of the Texas Non-Profit Corporation Act. In the event that these by-laws conflict with such statutory provisions, the statutory provisions shall govern. No member of the Board shall vote on any questions in which they have a financial interest, other than the common public interest, or on any question concerning their conduct, but on all other questions each member who is present shall vote. In instances where the Board member has interests other than the common public interest, the member shall disclose this interest to the Board as detailed in section 9.01. Any member refusing to vote, except when prohibited by this paragraph, shall be deemed delinquent in their duties. Application to abstain from voting must be made before the votes are cast.
Upon approval to abstain from voting by the Board Chair, the abstaining Board member shall not be counted in determining either a quorum or a majority of the Board.

## IX.
## MISCELLANEOUS PROVISIONS

9.1 Fiscal Year. The fiscal year of the corporation shall be as determined by resolution of the Board of Directors.

9.2 Seal. The seal of the corporation shall be such as from time to time may be approved by the Board of Directors.

9.3 Notice and Waiver of Notice.

9.3.1 Whenever under the provisions of the Act, the articles of incorporation of the corporation, or these By-laws, notice is required to be given to any director, officer, or committee member, and no provision is made as to how such notice shall be given, such notice may be given personally, by mail, or by electronic transmission (if such person consents to notice by electronic transmission), addressed or transmitted to such person at such address, or in accordance with such form of electronic communication specified by such person for that purpose, as appears on the books and records of the corporation; provided, however, that nothing in this Section 9.3 shall limit the obligation of the corporation to comply with the Texas Open Meetings Act.

9.3.2 Any notice to be given by mail shall be deemed to be given at the time when it is deposited, postage prepaid, in the United States mail.

9.3.3 Consent to notice by electronic transmission may be granted expressly by a director, officer, or committee member or shall be deemed to be given when such person provides the corporation with a facsimile number, electronic mail address, or other form of electronic communication for the purpose of receiving notice. Notice by electronic transmission shall be deemed be given when the notice is (i) transmitted to a facsimile number provided by such person for the purpose of receiving notice, (ii) transmitted to an electronic mail address provided by such person for the purpose of receiving notice, (iii) posted on an electronic network and a message is sent to such person at the address provided by such person for the purpose of alerting such person of a posting of such a notice, or (iv) communicated to such person by any other form of electronic transmission consented to by such person for the purpose of receiving notice.

9.3.4 A waiver of notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

9.4 Contracts. The Board of Directors may authorize any officer or officers, agent, or agents of the corporation, in addition to the officers so authorized by these By-laws, to enter into any contract or execute and deliver any instrument in the name

of and on behalf of the corporation. Such authority may be general or confined to specific instances. In no event shall any person or entity dealing with the Board of Directors or the officers of the corporation be obligated to inquire into the authority of the Board of Directors or the officers so authorized to enter into or consummate any contract or to take any other action on behalf of the corporation.

9.5 Checks and Drafts. All checks, drafts, or orders for payment of money, notes, or other evidences of indebtedness issued in the name of the corporation shall be signed by such officer or officers or agent or agents of the corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors. In the absence of such determination by the Board of Directors, such instruments shall be signed by the Chief Financial Officer or an Assistant Chief Financial Officer and countersigned by either the Superintendent or a Vice President of the corporation.

9.6 Deposits. All funds of the corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies, or other depositories as the Board of Directors may elect.

9.7 Gifts. The Board of Directors may accept on behalf of the corporation any contribution, gift, bequest, or devise for the general purposes or for any special purpose of the corporation.

9.8 Voting Upon Shares of Other Corporations. Unless otherwise directed by the Board of Directors, the Superintendent shall have full power and authority on behalf of the corporation to vote either in person or by proxy at any meetings of shareholders of any corporation in which this corporation may hold shares, and at any such meetings may possess and exercise all of the rights and powers incident to the ownership of such shares which, as the owner thereof, this corporation might have possessed and exercised if present. The Board of Directors may confer like powers upon any other person and may revoke any such powers as granted at its pleasure.

9.9 Books and Records. The corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of the Board of Directors. The records of all meetings of the Board of Directors, the names and addresses of the directors and officers of the corporation, and the originals or certified copies of the articles of incorporation and these By-Laws shall be kept at the registered or principal office of the corporation or of the Secretary, but such records

need not all be kept in the same office. All books and records of the corporation may be inspected for any proper purpose at any reasonable time.

9.10 Nondiscrimination. The corporation shall maintain a nondiscriminatory policy as to participation in its programs, hiring of support staff, and election of directors and officers, and in its dealings with any other person or business that might be associated with it in any manner.

9.11 Exempt Activities. Notwithstanding any other provision of these By-Laws, no director, officer, employee, or representative of the corporation shall take any action or carry on any activity by or on behalf of the corporation not permitted to be taken or carried on by an organization exempt under Section 501(c)(3) of the Code and the Regulations and they now exist or as they may hereafter be amended, or by an organization contributions to which are deductible under Section 170(c)(2) of the Code and Regulations as they now exist or as they may hereafter be amended. No part of the net earnings of the corporation shall inure to the benefit of any maker, founder, contributor, or individual.

## X.
## AMENDMENTS

10.1 Amendments. These By-laws may be altered, amended, or repealed, or new By-laws may be adopted, by the Board of Directors acting by the affirmative vote of a majority of the Board of Directors at any meeting of the Board of Directors if at least 72 hours prior written notice is given of the intention to alter, amend, or repeal these By-laws or to adopt new By-laws at such meeting and the notice specifies that an alteration, amendment, or repeal will be considered at the meeting.

ATTACHMENT G4—Board Member Biographical Affidavit

Provide the following:

Using the template provided at http://tea.texas.gov/charterapp.aspx, submit a notarized, Board Member Biographical Affidavit completed by each member of the proposed school's governing board.

All prompts and response boxes shall be completed. If a prompt does not apply to the member, enter a response of N/A followed by a brief explanation of why the prompt does not apply. Ensure that the anticipated role to be filled at the proposed charter is identified.

Name of proposed charter school: Bridgeway Preparatory Academy Charter School

Name of sponsoring entity: Texas Programs for Alternative Education

# BACKGROUND

| | |
|---|---|
| Full Legal Name: | Jeanie Diane Jones |
| Home Mailing Address: | 4203 Augusta Dr. Garland, Tx 75041 |
| Phone Number: | (972) 804-4452 |
| 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 X 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 charterschool?

My motivation to serve on the proposed Bridgeway Prepatory Academy is based on my personal belief that all children can learn and achieve at high levels, regardless of their unique learning styles or needs. I have shared values and belief in BPA's mission and vision for the proposed charter school, in providing a barrier free, inclusive environment that addresses the "whole child" with innovative, personalized learning for all students, including those unique learners. My passion for teaching and learning, mentoring and leading with high expectations, as well as being part of a project that gives parents and communities an additional choice for their children and their education,motivates me to be of service of such a school as BPA.

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

Each Board member shares a responsibility to carry out the mission, vision, educational, and financial plans of the charter school, in the best interest of each student, their family, and community. It's role provides oversight and accountability to the charter school they serve. The board member has the ability to make decisions, believe in the democratic process, and accepts the will of the majority. The Board member has the ability to communicate effectively with others and the courage stand up for their convictions. They understand the difference in governance and management of a school.

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.

With over 30 years experience in Education in both traditional and public charter schools, I have gained knowledge and an understanding of servant leadership and the importance of policies, procedures, accountability, and best practices for a common goal and successful schools.

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

Based on my education and experience, I bring a great deal of knowledge and experience to the board in regards to curriculum, assessment, school and district leadership, and special programs administration. In addition to this knowledge, I have served as a teacher, academic dean, school counselor, assessment specialist, special education director and administrator at the campus and district levels. Over my career, these experiences allow me to give different perspectives on the different stakeholders involved in the success of a school.

# SCHOOL MISSION AND PROGRAM

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

My understanding of the mission of BPA is to empower student learning through and educational experience that is barrier free, innovative, rigorous, and personalized, and that is inclusive of all students, including those with unique learning styles and needs. To assist students with their self-awareness and understanding that they are expert learners with unique talents that will have a positive impact in our communities and experience success in a global environment.

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

The educational plan is a personalized educational experience for all students, addressing the unique needs of the "whole child" and supporting the family environment with active and engaged classrooms that are consistent with the educational philosophy/mission of BPA.. It is a researched based instructional approach, aligned with the Texas Essential Knowledge and Skills curriculum. The educational plan has 4 key elements to ensure the success for all students. They include: Universal Design for Learning (UDL), WhyTry, Champions Before/After School Programming, and ARTS Education.

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

My belief of a successful schools involve many things to include a clear and shared mission and vision and core value by everyone involved in the school for its success. The school would maintain high standards and expectations for all students, staff, parents, and Board members. Curriculum, instruction and assessments aligned with state standards, with consistent and frequent monitoring of learning and teaching contributes to successful schools. A successful school has a supportive environment and positive and innovative school culture. Effective school leadership with high levels of communication, collaboration, and teamwork contributes to a successful school. Incorporating focused and prescriptive professional development for all staff and high levels of family and community involvement are also part of successful schools

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

The success of the school will be determined through consistent monitoring of programs, reviewing student performance and achievement data and behaviors; observing engaged classrooms and data driven evidence of success; gathering information and reviewing staff perceptions, student enrollment, and parent satisfaction.

# GOVERNANCE

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

The board establishes rules, guidelines, and policy for the governance of the charter school. It has the responsibility to carry out the mission, vision, educational, and financial plans of the charter school, in the best interest of each student, their family, and community. The Board provides oversight and accountability to the charter school they serve and focuses on student achievement, allocating resources to needs of the school. The Board establishes a strong partnership with the Superintendent/School Leader that is built on mutual trust and respect. The Board is committed to the school's mission and gives purposeful thought to how every decision is made to ensure fulfillment of the mission and vision of the school. The Board serves as an ambassador for the school in the community.

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

By the end of the first year, the school would have met academic and nonacademic goals. Personal and professional growth as everyone associated with BPA, continue to work together to provide the best educational experience for students, staff and families. Prescriptive professional development set forth to train and prepare teachers/staff. All staff is acclimated to the schools mission and vision. Students are engaged and experiencing the joy of learning.

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

The school would have met and exceeded performance goals/standards; Student enrollment would be at capacity, with waiting list; state test scores and growth continue to rise as evidenced by data; High capacity of parent involvement and additional community partnerships; strong accountability systems in place to monitor progress internally; students and families fully engaged in the holistic educational experience a continued high quality, full functioning school board

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

The school board would maintain a full functioning, active school board with high expectations and commitment to the mission, vision, and to the best interests of BPA. The board would establish structures that would guide others in accordance with BPA's mission. They would develop goals that are communicated to all to ensure clarity and transparency and provide on-going assessment of policies, procedures, and operating guidelines. They would maintain a focus on student achievement/performance and school initiatives. They board would consistently monitor progress internally by establishing strong accountability systems to include benchmarking data, parent and community surveys, student portfolios, etc. They would recruit and maintain highly qualified staff to implement the school curriculum and staff that identifies and believes in the school's mission and vision. Provide on-going, prescriptive, professional development for teachers and staff of BPA. The board would maintain a positive relationship with the parents and the community partnerships. The board would receive on-going board training as required.

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?

I would bring the concern and matter to the other board members, to take proper investigative steps, for the possible removal from the board, in accordance with the School Board Code of Conduct.

# DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

X Yes ○ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

I know the founder and proposed Superintendent on a professional level, as I worked with her years ago in the DISD and am working with Diagnostic and Assessment Services, a company in which she owns that provides Special Education related services to districts and charter districts.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

○ Yes X 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 X 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 X 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
X 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 X 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 X Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

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

N/A

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

a.) GreatHeartsAcademy Charter School 3350 Story Rd. W, Irving, TX 75038 June, 2015 to Present
Position:Texas Regional Director of Special Student Services

b.) MeadowLand Charter School 121 Old San Antonio Rd. Boerne, TX 78006 2010-June 2015
Position: Admin.-Elementary/Middle School & Academic Dean

c.) Texas Can Academy 25 W. 12th Street Dallas, TX 75208 Aug/2005 – 2010
Position: Director of Special Education

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

○ Yes X Does not apply to me.

If yes, state the compensation you expect to receive.

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 X Does not apply to me.

If yes, describe the precise nature of your relationship.

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 X 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 X Does not apply to me.

If yes, provide information relating to the matter(s).

# CERTIFICATION

I, Jeanie Diane Jones, 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 Jeanie Diane Jones Date 12-3-2016

## Verification

State of Texas

County of Collin

On this day, Jeanie Diane Jones (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 3 day of December, 2016

(Notary Public) Kathy R. Smith (Seal)

My commission expires July 09, 2018

KATHY R. SMITH
Notary Public, State of Texas
My Commission Expires
July 09, 2018

Name of proposed charter school: Bridgeway Preparatory Academy

Name of sponsoring entity: Governing Board of Texas Programs for Alternative Education

# BACKGROUND

Full Legal Name: [redacted]

Home Mailing Address: [redacted]

Phone Number: [redacted]

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:

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

I am motivated to serve on the board of Bridgeway Preparatory Academy because of my first-hand experiences, frustrations and struggles with the public school system as a mother to a highly intelligent [redacted] child with unique learning needs and the desire to improve the options for other families and students.

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

My understanding is that the appropriate role of a public charter school board member is to ensure through policies and budgets that the superintendent runs the school in the manner intended and to ensure student academic achievement.

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 served on Board of Directors for a professional organization and a booster club for 5-6 years each. I also served in an officer role in both organizations for 2 years each, so I understand the importance of Duty of Care, Obedience and Loyalty.

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

In addition to the experience of serving on previous boards, I have 15 years of professional experience working in non-profits and over 4 years in fund development and grant writing. I also have first-hand experience raising a child with unique learning needs.

## 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 guiding beliefs is to create an opportunity that does not exist elsewhere for students with learning challenges to receive support appropriate for their capabilities despite income level.

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

Bridgeway Preparatory Academy will embed the TEKS into Universal Design Learning model, a research-based model that uses technology in its educational materials, equipment and teaching approaches.

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

Characteristics of a successful school include:
student, parent and teacher engagement and interaction,
near 100% attendance,
students demonstrating curiosity, learning and academic achievement

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

Enrollment, attendance, student academic achievement and development

# GOVERNANCE

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

The Board will set the direction of the school's operation by setting policies and budgets and keeping superintendent accountable to the mission of the school and the stakeholders, e.g. parents, public, students, funders. The Board will also hear grievances and determine the appropriate superintendent, evaluate and properly compensate a high-quality performance-driven superintendent.

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

The students will be prepared for the next year of school; parents and community members and businesses will be engaged and supportive; school staff will be making plans for the next year using most recent professional development and lessons learned from first year; and the budget will be balanced and adequate for ongoing operations.

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

There will be more students prepared for the next year of school; more parents and community members and businesses engaged and supportive; school staff will be making plans for the next year using most recent professional development and lessons learned from prior years; and the budget will be balanced and adequate for ongoing operations and growth.

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

1. Stay informed and up-to-date on activities and monitor progress compared to timeline.
2. Monitor potential external influences, like other schools, legislation, economy.
3. Share information and advocate for the school in the community.

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?

I would bring it to the attention of the Chairman of the Board and/or Legal Counsel depending on the issue.

# 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 have known them less than 3 months through the Bridgeway launch meetings.

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.

I know the teachers and administrators at Keller Central High School, where my children attend and have recently graduated.

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.

Dr. Davenport runs a successful diagnostic services provider company. If appropriate and needed in the future, the company may be considered in accordance with Board policy and procurement laws.

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.

Dr. Davenport runs a successful diagnostic services provider company. If appropriate and needed in the future, the company may be considered in accordance with Board policy and procurement laws.

◉ 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.

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

NA

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

NA

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

○ Yes ◉ Does not apply to me.

If yes, state the compensation you expect to receive.

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.

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, [redacted], 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 [redacted]

Signature [redacted] Date 12/1/16

## Verification

State of Texas

County of Tarrant

On this day, [redacted] (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 1st day of December, 2016.

(Notary Public) Billie J. King (Seal)

My commission expires 4-16-2019

BILLIE J. KING
Notary Public, State of Texas
Comm. Expires 04-16-2019
Notary ID 126079198

Name of proposed charter school: Bridgeway Preparatory academy

Name of sponsoring entity:

# BACKGROUND

Full Legal Name: Larry Lundy

Home Mailing Address: P.O.Box 700983 Dallas, Texas

Phone Number: 214-926-2668

E-mail Address: [redacted]

Business Name: Lundy Marketing Group(LMG)

Business Mailing Address: P.O.Box 703736

Phone Number: 972-377-9026

E-Mail Address: [redacted]

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.

0Xes 0 No, does not apply to me

If Yes, state the name of the entity: Winston School of Dallas

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

A personal request by Dr. Natalie Davenport to use my relationships and experience to assist her in launching a school that would fill a need in the community I live in.

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

To ensure all guidelines & policy are followed as we provide a safe and quality learning environment for the students and families we serve, as well as provide guidance and expertise to grow the school.

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.

Former Board member of Winston School, Dallas United Way, Past President of of Dallas All Sports Association, Greenhill alumni association

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

Over 25 years of proven marketing expertise in consumer ,sports, hospitality & toursirm and cause sectors.

## SCHOOL MISSION AND PROGRAM

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

To provide a an inclusive and comprehensive learn environment to serve students from various learning aptitudes and backgrounds who can learn at their own pace in a nurturing environment

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

A unique Harvard founded educational program that provides a comprehensive , yet independent learning environment

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

A great mission & purpose led by dynamic leadership & dedicated teachers who are committed providing a nurturing environment where students can reach their potential.

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

By the Monthly & quarterly meetings and progress against our agreed upon benchmarks include, but not limited to attendance & financial results.

## GOVERNANCE

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

The Boardwill play an integral role in governance and successful operation of the school

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

Again, based on our progress against agreed upon benchmarks

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

IF we achieve success against our agreed upon goals, and our attendance & Financial health continuesto be stong

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

Provide the necessary resources and guidance to allow the leadership & teachers to their jobs

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?

Follow our given guidliens & policy includign reporting the issue if it is called for.

## DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

OXes O No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

I know Dr. Davenport who is a a cousin

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

0 Yes OXNo, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

Dr. Davenport (see above)

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).

O Yes OXNo, 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.

x0Yes ONo, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

Dr. Davenport owns a highly regarded special education service company which, if needed in the future, may submit a proposal for services. Any such proposals or considerations would be conducted in alignment with board COI policies and all decision made in accordance with the best value offered to the school.

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

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.

O Yes OXNo, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

5. 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.

O Yes OXDoes not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

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

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

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

0Yes 0Does not apply to me.

If yes, state the compensation you expect to receive.

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?

OYes 0Does not apply to me.

If yes, describe the precise nature of your relationship.

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 X 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 X Does not apply to me.

If yes, provide information relating to the matter(s).

# CERTIFICATION

I, LARRY WAYNE LUNDY, 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 12/3/16

## Verification

State of TEXAS

County of DALLAS

On this day, LARRY WAYNE LUNDY (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 3 day of DECEMBER, 2016.

(Notary Public) _____

My commission expires 08/13/2018

(Seal) NOTARY PUBLIC STATE OF TEXAS
ERIKA KENNEDY
My Commission Expires
August 13, 2018

Name of proposed charter school: Bridgeway Preparatory Academy

Name of sponsoring entity: Texas Programs for Alternative Education

# BACKGROUND

Full Legal Name: Lester Olan Hunter

Home Mailing Address: PO Box 222173

Phone Number: 214-460-0835

E-mail Address: lester@olangroup.com

Business Name: Olan Group LLC

Business Mailing Address: PO Box 222173

Phone Number: 214-810-5601

E-Mail Address: lester@olangroup.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?

I am a small business owner. I have worked in various organizations, both profit and non-profit. I have experienced the need for schools that support the learning differences of their students. I wanted to be part of the support system of the next generation of learners.

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

My role is support the school's mission and insure that they follow the guidelines established by regulations and laws.

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 previous served as a board member of the Dallas Area Chapter of the American Red Cross. I am the District Commissioner of the Mustang District, Circle Ten Council, Boy Scouts of America.

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

I have eighteen years experience working with Dallas ISD as an administrator.

## SCHOOL MISSION AND PROGRAM

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

It is to support bright students with learning differences.

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

The program is a highly regarded program that has be review by Harvard University.

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

I believe that a successful school is one that meets all of its students at the point that makes them a successful citizen.

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

The school would succeed by exploring the goals that are reached by its students.

## GOVERNANCE

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

The board will be responsible for the governance of the school. We will ensure that the school is operating in accordance with its original purpose and doing so in a responsible manner.

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

The school will be required to provide indexes to the state that will indicate how well the school is meeting it's goals in relationship to state guidelines and requirements.

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

The school will reach it's projected goals with successful students and a strong financial position.

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

The school will follow a strong academic plan for the students. They will work with the students, parents, community, and local, state, and federal educational agencies.

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?

It would be addressed to the board for corrective action. If corrective action was not taken; it would be addressed at the next appropriate level.

# 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.

Friends

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.

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

None

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

None

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

○ Yes ◉ Does not apply to me.

If yes, state the compensation you expect to receive.

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.

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, Lester Olan Hunter, 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 Lester O Hunter Date December 3, 2016

### Verification

State of Texas

County of DALLAS

On this day, Lester Olan Hunter (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 3rd day of December, 20 16.

(Notary Public) [signature]

My commission expires 8/13/2018

NOTARY SEAL STATE OF TEXAS
ERIKA KENNEDY
My Commission Expires
August 13, 2018

Name of proposed charter school: Bridgeway Preparatory Academy

Name of sponsoring entity: Texas Programs for Alternative Education

# BACKGROUND

Full Legal Name: Brandy Taylor Dede

Home Mailing Address: 7150 E. Grand Ave. Apt. 707 Dallas, TX 75223

Phone Number: 903-926-5331

E-mail Address: [redacted]

Business Name: Diagnostic Assessment Services, Inc.

Business Mailing Address: 4100 Alpha Rd. Suite 1150 Dallas, TX 75244

Phone Number: 972-243-4102

E-Mail Address: bdede@spedservices.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?

More than ten years of my life has been spent serving children from underserved communities. A common experience I witnessed for most of these young children is the ability to do more, but not having access to the resources that would allow them to reach their full potential. As a child advocate, one could imagine the burden I felt many days for "my children." As a result, when I was given the opportunity to serve in this capacity, I immediately accepted because I recognized and welcomed the weight and responsibility of assuming a position of this nature. Bridgeway Preparatory Academy is proposing a model that goes against the grain. We aim to meet every child at their level, despite their environment, ability, and/or social-emotional abilities. This is a cause that I can get behind and one that I plan to see through until the first class of scholars graduates from Bridgeway Preparatory.

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

A public charter school board member is responsible for guiding and upholding the mission and principles of the school. Additionally, board members are responsible for ensuring that all monies raised and collected on behalf of the school are used in a fiscally responsible manner and are used to ensure that all scholars receive the educational experience being proposed.

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 served in the capacity of a Licensed Specialist in School Psychology for several public school districts and charter schools. During my spare time, I also advocate for children's access to quality summer and after school programs. Although I have not served in the capacity of a board member, I served in a role two years with the Children's Defense Fund-TX that allowed me to frequently engage with board members as they supported our efforts on the ground.

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

I have knowledge and experience with providing psychological services, grant writing, fundraising, program planning and evaluation, policy, community engagement, and grassroots level initiatives.

## SCHOOL MISSION AND PROGRAM

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

Bridgeway Preparatory Academy is founded on the belief that "every child has a right to a barrier free education." With love, acceptance, respect, integrity, creativity, ingenuity, and passion our scholars will be empowered to seek out learning and be confident in knowing they will positively impact society with their individual gifts.

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

Universal Design for Learning, the educational framework chosen for Bridgeway, improves and optimizes teaching and learning for all scholars based on the science behind how we learn as humans. We strongly believe that all kids are capable of doing more when presented with the right environment and supports.

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

Students will: feel safe, feel challenged academically, meet standards for state assessments, be in attendance for majority of the school year, and have the support of their families in the educational setting.

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

The following are indicators that Bridgeway is succeeding in its mission:
Students will meet or exceed STAAR expectations.
Majority of scholars, despite disability, are learning in a general education setting.
Students are in attendance more than 90% of the school year.
Students report feeling safe, valued, and able to access resources to meet their social-emotional needs.

# GOVERNANCE

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

The board is responsible for ensuring that the best interests of the school are priority. Conflicts of interest will be identified by the board and dealt with accordingly. Additionally, the board will be responsible for overseeing the finances of the school by appropriately managing, allocating, and spending funds.

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

The following components are indicators of success at the end of the first year of operation:
Academic performance (i.e., grades, local/state assessments, benchmarking), availability of social-emotional resources, families' use of these social-emotional resources, enrollment is at capacity, and teaching staff want to return.

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

The following indicators will be determinants of success of Bridgeway:
All students have met minimum standards for STAAR assessment.
Enrollment is at a capacity, with interested families on a wait list.
At least 90% of enrolled families will be actively involved in their children's education at school.
Bridgeway will be a sought after training program for future educators.

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

Initially, school board members should check in monthly, via a survey and open meeting, with families and staff to ensure that they are having a positive and transformational educational experience. The board will meet monthly to review operations, staffing decisions, finances, and feedback from families and staff. Appropriate actions will be taken based on the feedback. After year 1, the board can determine if the check-ins and board meetings should continue to occur at the same frequency.

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 the act is minor (i.e., no detriment to the scholars and their families), immediate action would be taken by discussing the matter first with the board member of interest. If the board member does not cease engaging in the unethical behavior, the board chair would be alerted to request a meeting to discuss the behaviors in question and request that the member be removed from the board.

# 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.

Diana Barrier facilitated a training for the company where I am employed.

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.

I am employed as a Licensed Specialist in School Psychology for Diagnostic Assessment Services, Inc. (DAS< Inc.) which will provide educational services for Bridgeway.

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.

I am employed as a Licensed Specialist in School Psychology for DAS, Inc. which will provide educational services for Bridgeway.

○ 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.

Although I am employed by DAS, Inc. I don't plan to provide any services to the school due to my role as a board member.

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.

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

None

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

All previous experience with charter schools was facilitated by Specialized Assessment and Consulting, LLC and Diagnostic Assessment Services, Inc.

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.

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.

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, Brandy Taylor Dédé, 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 Brandy Taylor Dédé Date 12/3/2016

### Verification

State of Texas

County of Dallas

On this day, Brandy Taylor Dédé (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 3 day of December, 2016.

(Notary Public) _____ (Seal)

My commission expires 8.26.17

DAVID NGUYEN NOTARY PUBLIC STATE OF TEXAS NOTARY ID 12953686-7 AUGUST 26, 2017

Name of proposed charter school: Bridgeway Preparatory Academy

Name of sponsoring entity: Dr. Natalie Davenport

# BACKGROUND

Full Legal Name: Diana Lee Barrier

Home Mailing Address: 5519 Arapaho Rd. Apt 471 Dallas, TX 75248

Phone Number: 817 320-8003

E-mail Address: [redacted]

Business Name: 1492 Digital

Business Mailing Address: 5519 Arapaho Rd Apt 471 Dallas, TX 75248

Phone Number: 817 320-8003

E-Mail Address: diana@1492digital.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?

I was a gifted and talented child who believed the only way to get through school was by being quiet and not asking for what I needed. I learned being different wasn't valued. That was true until 4th grade when a teacher stepped in and changed my life. She gave me more and more challenges and let me run. She also made arrangements for me to go to the Special Education classroom and play with the children twice a week. I learned unconditional love and acceptance in that classroom.

More important, it taught me that being different was okay and I began to thrive.

48 years later I have the opportunity to help create a school where all children are accepted and embraced for their differences as well as their commonalities.

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

Ensure academic achievement is achieved, follow the state/TEA and federal laws governing charter schools. Ensure the school has appropriate policies in place and they're being adhered to. Ensure the effective management of funds, listen to what's working and what requires our attention.

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.

My business and technology leadership experience in corporate and private business provides experience to execute fiscal oversight, a discerning eye, strategic planning, operational analysis, analytics and metrics, team development, marketing and an ability to connect the dots.

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

35 years in the technology industry ranging from software programmer to Systems Director. Over 25 years in leadership, building organizations, strategic planning and financial management. The past 10 years as an entrepreneur. I offer a unique perspective as I'm not an educator. I am a parent as well.

## SCHOOL MISSION AND PROGRAM

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

1. Every child has the right to a barrier free education where we find the appropriate means to teach and support the child and their family.
2. Every child finds a safe and welcoming place to learn, feel accepted and is encouraged to grow.
3. Prepare the children academically and socially to meet the state educational guidelines.

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

The school's education program consists of numerous tools, curriculum and teachers who will address the behavioral, social, emotional and educational needs of all children who attend our school.

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

1. In compliance with TEA and federal guidelines/law
2. Financial Responsibility
3. Parents are involved and active
4. Teachers Feel Valued
5. Proven Education Techniques and Technology using data to measure progress

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

1. STAAR results
2. TEA requirements are met
3. Families keep their children at the school
4. Waiting List for new families
5. A long list of the best qualified teachers waiting to join our team

# GOVERNANCE

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

The board doesn't handle the day-to-day administrative or operational aspect of the school. We are accountable to the TEA to be their eyes to ensure the law is followed and results are achieved. We provide oversight and inspection to ensure the school is meeting operational, fiscal and academic goals.

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

We will hold the school leader accountable for meeting the academic, enrollment and budgetary objectives.

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

The school is meeting STAAR results, the children and families are involved, there is a waiting list for attendance and we have expanded the school to grade 5.

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

Allocate school resources in a way that fulfills the approved charter. Track student outcomes. Set operational metrics to further enhance results.

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?

Act immediately to remove the school board member. Identify the root cause that led to the situation. Obtain additional training and best practices to avoid recurrence.

# 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.

Dr. Brandy DeDe - work with her as a leader in Diagnostic Assessment Services

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.

Diagnostic Assessment Services and Dr. Natalie Davenport. I provide business consulting services on an as need basis.

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.

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

1492 Digital - 100% ownership
Indagate Consulting LLC - 100% ownership

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

none

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

○ Yes ◉ Does not apply to me.

If yes, state the compensation you expect to receive.

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.

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, DIANA BARRIER, 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 Diana Barrier Date December 3, 2016

### Verification

State of Texas

County of Dallas

On this day, Diana Barrier (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 3rd day of December, 2016.

(Notary Public) Sundeep Patel (Seal)

SUNDEEP PATEL
My Notary ID # 124722434
Expires October 22, 2019

My commission expires Oct 22, 2019

ATTACHMENT G 5 — Code of Ethics & Conflict of Interest

Provide the following:

The governing board's proposed Code of Ethics and Conflict of Interest policy. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

# Code of Ethics

## *Texas Programs for Alternative Education*

### Article I
### Purpose

The purpose of the Code of Ethics is to protect the public interest of Texas Programs for Alternative Education ("Organization") by requiring its administrators and officers to comply with the following standards in their dealings with the students, the public, public funds, and each other. This policy is intended to supplement but not replace any applicable state and federal laws governing the code of ethics applicable to Texas public charter schools.

### Article II
### Minimum Standards

The covenants in this Code of Ethics are considered to be the minimum operational standards by which Texas Programs for Alternative Education and its administrators and officers will abide in the conduct of the business of Texas Programs for Alternative Education.

### Article III
### Code of Ethics

An official of Texas Programs for Alternative Education, whether an officer or other administrator, is dedicated to the charter school he/she serves, which is a public entity. As a public servant, the official's professional behavior must conform to a code of ethics. A charter school official knows that their charter school belongs to the public and is bound by regulations set by the state and federal government. It is the responsibility of the charter school official to provide leadership and expertise regarding business matters while maintaining a professional and moral behavior. Their behavior is monitored by Texas Education Association, their Board of Directors, their external auditor, colleagues, superiors, families and the public as a whole. A charter school official agrees to follow the following set of standards.

1. With the resources available to their charter school, the official will conduct the business office in a way that will provide the highest quality of education possible to the students.
2. Conduct oneself with honesty and integrity in all professional roles.
3. Obey all local, state and federal laws which govern the official's activities.
4. Implement the policies of the Charter School Board and follow already established standards previously set forth.
5. Does not use the position in a charter school business office for personal gain.
6. Does not accept any gifts which will impair fair judgment or lend special advantage.
7. Continue to improve oneself and their business office through continuing education and training.
8. Honor all contracts until fulfilled or legally released.
9. Support the goals of their charter school.
10. Assist colleagues in fulfilling their obligations to the charter school when appropriate.
11. Build the best possible image of the charter school in the public's eye.
12. Refrain from publicly criticizing any person associated with the charter school. This includes, but is not limited to, the board members, colleagues, employees and students.
13. Manage all employees fairly and help them achieve their maximum potential.

Furthermore, the administrators and officers of Texas Programs for Alternative Education hereby adopt the standards set forth in 19 Texas Administrative Code § 247.2 into the Code of Ethics governing Texas Programs for Alternative Education, as set forth below, to the extent they are applicable to open-enrollment charter schools in Texas.

(1) Professional Ethical Conduct, Practices and Performance.

(A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

(J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

(M) Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct Toward Professional Colleagues.

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(3) Ethical Conduct Toward Students.

(A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

(i) the nature, purpose, timing, and amount of the communication;

(ii) the subject matter of the communication;

(iii) whether the communication was made openly or the educator attempted to conceal the communication;

(iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;

(v) whether the communication was sexually explicit; and

(vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

PROVIDED DURING RESUBMISSION PERIOD
pages 342(A)-342(T)

**Ethics, Conflicts of Interest, & Nepotism Policy**

## Preamble

This Policy is adopted by the Board of Directors (collectively, the "Board" or the "Directors" and individually a "Director") of Bridgeway Preparatory Academy Charter School (the "Charter School"). The Board is committed to maintaining the highest legal and ethical standards in the conduct of the business of the Charter School, and to protecting the integrity and reputation of the Charter School, the Board and all the employees, volunteers and programs of the Charter School.

The Directors and Officers (as defined below) of the Charter School 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 Charter School 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 Charter School. Every Director and Officer of the Charter School has a duty of loyalty to the Charter School. 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 School and charitable organizations.

## I. Ethical Principles

**A. Personal and Professional Integrity.** Directors and Officers, as well as employees, volunteers, and advisors of the Charter School, 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 Charter School 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 Charter School 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 Charter School uses and expends its funds in a manner that advances the charitable and educational

mission and objectives of the Charter School and not the private interests of Directors or Officers.

**C. Public Accountability.** The Charter School 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 Charter School 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 Charter School 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 Charter School 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 Charter School to promote or oppose candidates or parties or to create the appearance that the Charter School endorses or opposes a candidate or party for elected office.

**F. Endorsements and Use of the Charter School Name and Affiliation.** The Charter School'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 Charter School 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 Charter School 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 Charter School, 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 Charter School.

## II. Conflicts of Interest

**A. Statement on State Law.** The Charter School and its Officers and Directors shall comply with state law governing conflicts of interest among charter school and charter holder board members and officers, as described in Chapter 12 of the Texas Education Code and 19 T.A.C. §§ 100.1131 - 100.1135, including but not limited to the following:

**i. Employees Serving on the Board.**

(1) A member of the governing body of a charter holder, a member of the governing body of a charter school, and an officer of a charter school shall comply with Local Government Code, Chapter 171, in the manner provided by the conflict of interest provisions described in 19 T.A.C. §§100.1131 - 100.1135.

(2) Except as otherwise provided by law, a person who receives "compensation or remuneration" (as defined by law) from a nonprofit corporation holding an open-enrollment charter may not serve on the governing body of the charter holder.

(a) If each charter school operated by a charter holder has received a satisfactory rating, as defined by applicable law, for at least two of the preceding three school years, then charter school employees may serve on the governing body of the charter holder as described below and as provided by law.

(b) An employee of a charter school may serve as a member of the governing body of the charter holder if: (i) only employees of the charter school, and not employees of the charter holder, serve on the governing body of the charter holder; (ii) the only compensation or remuneration received by the board member is salary, bonuses, benefits, or other compensation received pursuant to the employment relationship with the charter school; (iii) charter school employees do not constitute a quorum of the governing body or any committee of the governing body; and (iv) all charter school employees serving on the governing body comply with all applicable conflict of interest provisions required by law.

**ii. Conflicts Requiring an Affidavit and Abstention from Voting.** The following circumstances shall be deemed a Conflict of Interest (as defined below) and the Director or Officer shall, in addition to the procedures set forth in Section C, take action as described below:

(1) If a Director or Officer has a substantial interest in a business entity or in real property, the official shall file, before a vote, decision, or other action on any matter involving the business entity or the real property, an affidavit stating the nature and extent of the interest (Exhibit A, 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 Charter School, the affidavit should be filed with the Superintendent/CEO.

(3) If a Director or Officer is required to file and does file an affidavit as required above, the Director or Officer is not required to abstain from further participation in the matter requiring the affidavit if:

(a) The Director or Officer is a member of the governing body of the charter holder or the charter school, and

(b) A majority of the members of the governing body of which the Director or Officer is a member is composed of persons who are likewise required to file and who do file affidavits of similar interests on the same official action.

**iii. Separate Vote on Budget Item.** The Board of Directors shall take a separate vote on any budget item specifically dedicated to a contract with a business entity in which a member of the governing body of the charter holder has a substantial interest. Abstention is required except as provided above and in 19 T.A.C. § 100.1133(c), otherwise the affected Director may not participate in that separate vote. The affected Director may vote on a final budget if: (a) the affected Director has complied with this chapter; and (b) the matter in which the affected Director is concerned has been resolved.

**iv. Conflict Disclosure Statement.** For purposes of Local Government Code chapter 176, a local government officer includes the Charter School's Superintendent/CEO, its agent, and Directors of the Board and their agents. 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 Charter School or if the Charter School 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 Charter School 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 $100 in the 12-month period preceding the date the officer becomes aware that such a contract has been

executed or the Charter School 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 Charter School 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 Charter School of the alleged violation.

The Charter School 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 Charter School 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 Charter School 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 Charter School has a transaction or arrangement,

(b) a compensation arrangement with the Charter School 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 Charter School to the Interested Person or persons does not exceed the value of the consideration received in exchange by obtaining and reviewing appropriate comparable data ("Comparability Data").

(a) When considering the comparability of compensation for example, the relevant data which the Board or committee may consider includes, but is not limited to, the following: (1) compensation levels paid by similarly situated schools; (2) the availability of similar services within the same geographic area; (3) current compensation surveys compiled by independent firms; and (4) written offers from similar institutions competing for the same person's services. When the transaction involves the transfer of real property as compensation, the relevant factors include, but are not limited to, (1) current independent appraisals of the property and (2) offers received in a competitive bidding process.

(b) Based on the Comparability Data, the Board or committee shall determine by a majority vote of the disinterested Directors or committee members whether the transaction or arrangement is fair and reasonable to the Charter School. 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 Charter School 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 Charter School 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 Charter School, 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.** 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 or an agent of a board director.

**ii. Officer**. 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, or an agent of an officer, 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).

**iii. 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.

**iv. 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.

**v. 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.

**vi. 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.

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

## III. Nepotism

**A. Nepotism Generally Prohibited.** Except as provided by Section III.A. above and applicable law, a Director or CEO may not hire, select, appoint, confirm the appointment of, or vote for the hiring, selection, appointment, or confirmation of an individual that is to be directly or indirectly compensated from public funds or fees of office, if:

**i.** The person is related to the Director or CEO by consanguinity (blood) within the third degree or by affinity (marriage) within the second degree (as defined below); or

**ii.** The Director or CEO 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 sibling of a parent of the person), nephew or niece (who is a child of a brother or sister of the person) (third degree). *Local Gov't Code 573.023.*

*Note:* There is no distinction under the nepotism statute between half-blood and full-blood relations. Thus, half-blood relationships fall within the same degree as those of the full blood.

**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 CEO 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 CEO is appointed; or

**ii.** Six months, if the Director or CEO is elected.

**iii.** One year, if the public official is a member of the governing body of a charter holder. *Local Gov't Code 573.062(a); TAC §100.1115(b)(2)(C).*

**J. Retired Teachers.** A teacher who has retired from a full-time, certified teacher position has broken his or her employment with the Charter School 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. Nepotism Exceptions.** The nepotism exceptions described in 19 T.A.C. § 100.1115 also apply. Notwithstanding an exception, a Director or Officer related in a prohibited

degree may not participate in any deliberation or voting on the appointment, reappointment, or confirmation of same, employment, reemployment, change in status, compensation, or dismissal of an individual, unless the action is taken regarding a bona fide class or category of employees.

**O. 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 Charter School. A failure to thus remove is a material charter violation.

**i.** Removal must be in accordance with the Articles and Bylaws of the Charter School 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 Charter School maintains as confidential, proprietary, restricted, or otherwise as not to be disclosed generally and any information that the Board or the Charter School otherwise determines or deems as Confidential Information.

**B. No Use of Information for Personal Benefit.** A Director shall not use the Charter School 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 Charter School 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 Charter School'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.

## 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 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 Charter School 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 Charter School'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 Charter School 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 Charter School 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-I: Affidavit Disclosing Substantial Interest in a Business Entity or Real Property, as defined in Local Government Code 171.002 and Affidavit of Abstention
— 2 pages

Exhibit A-2: ADDITIONAL DISCLOSURE: The conflicts disclosure statement required of members of the Board and the Superintendent by Local Government Code 176.003–.004 is attached and available on the Texas Ethics Commission Web site at: http://www.ethics.state.tx.us/whatsnew/conflict_forms.htm

**EXHIBIT A-1**

**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 NAME OF CHARTER SCHOOL, make this affidavit and hereby on oath state the following: I, or a person(s) related to me in the first degree, have a substantial interest in:

☐ a business entity, as those terms are defined in Local Government Code Sections 171.001–171.002, that would experience a special economic effect distinguishable from its effect on the public by a vote or decision of the Board.

or

☐ real property for which it is reasonably foreseeable that the Board's action or my action will have a special economic effect on the value of the property distinguishable from its effect on the public.

The business entity or real property is *(name/address of business or description of property)*:

_____.

_____ *("I" or name of relative and relationship)* (have)(has) a substantial interest in this business entity or real property as follows: *(check all that apply)*

☐ Ownership of ten percent or more of the voting stock or shares of the business entity.

☐ Ownership of ten percent or more of the fair market value of the business entity.

☐ Ownership of $15,000 or more of the fair market value of the business entity.

☐ Funds received from the business entity exceed ten percent of _____ *(my, her, his)* gross income for the previous year.

☐ Real property is involved and _____ *(I, she, he)* (have)(has) an equitable or legal ownership with a fair market value of at least $2,500.

The statements contained herein are based on my personal knowledge and are true and correct.

***Abstention***. Upon the filing of this affidavit with the Board's Secretary, I affirm that I shall abstain from participation in any decision involving this business entity or real property, unless permitted according to Local Government Code 171.004(c).

Signed this _____ day of _____ *(month)*, _____ *(year)*.

Signature of official _____

Title _____

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 A-2**

# 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. 23, 84th 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 vendor described by Sections 176.001(7) and 176.003(a), Local Government Code**

4 **Description of the nature and extent of each employment or other business relationship and each family relationship with vendor named in item 3.**

5 **List gifts accepted by the local government officer and any family member, if aggregate value of the gifts accepted from vendor named in item 3 exceeds $100 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 each 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)(2)(B), 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

Form provided by Texas Ethics Commission | www.ethics.state.tx.us | Revised 11/30/2015

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EXHIBIT B

# 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.

# Ethics, Conflicts of Interest, & Nepotism Policy

## Preamble

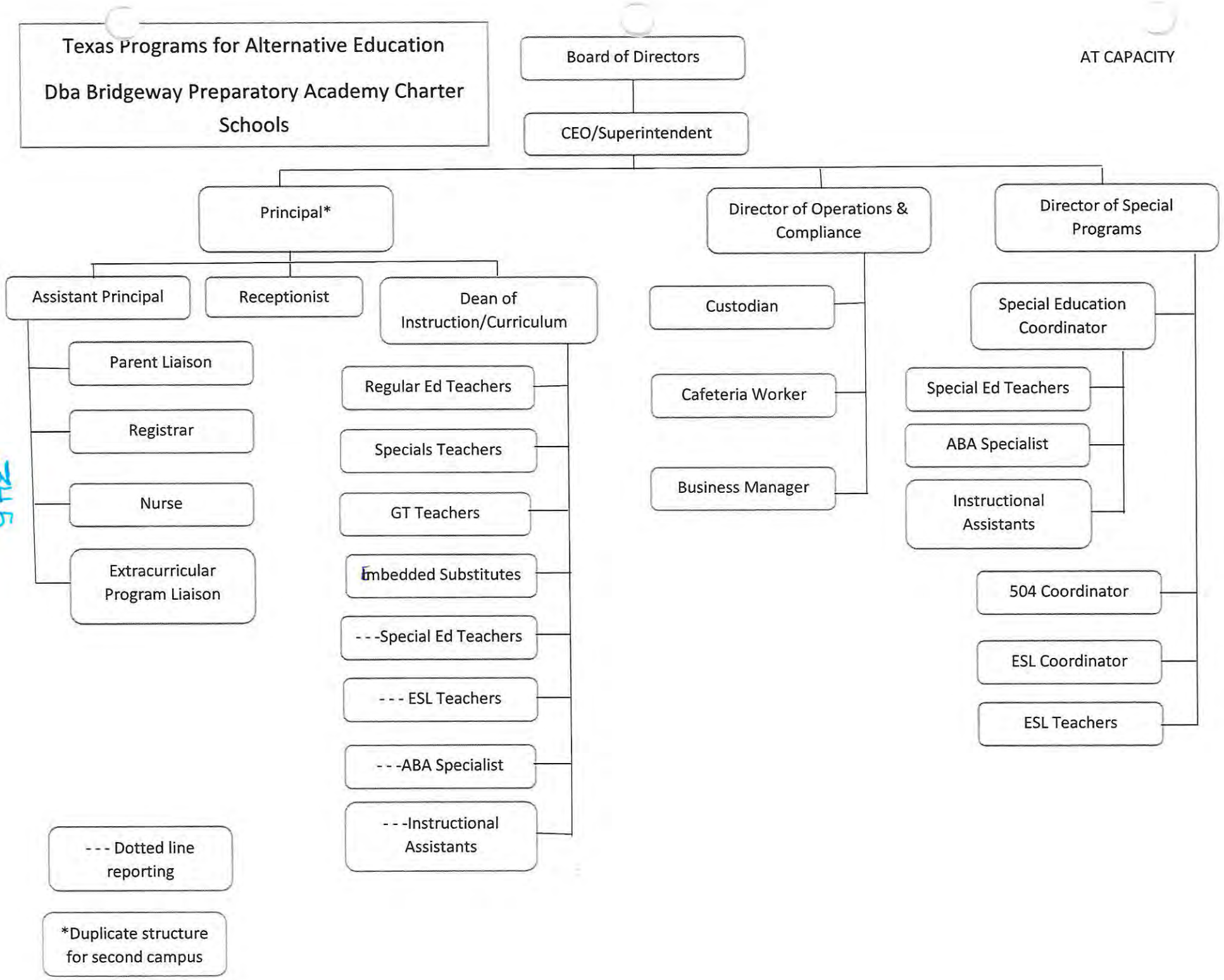
This Policy is adopted by the Board of Directors (collectively, the "Board" or the "Directors" and individually a "Director") of Bridgeway Preparatory Academy Charter School (the "Charter School"). The Board is committed to maintaining the highest legal and ethical standards in the conduct of the business of the Charter School, and to protecting the integrity and reputation of the Charter School, the Board and all the employees, volunteers and programs of the Charter School.

The Directors and Officers (as defined below) of the Charter School 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 Charter School 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 Charter School. Every Director and Officer of the Charter School has a duty of loyalty to the Charter School. 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 School and charitable organizations.

## I. Ethical Principles

**A. Personal and Professional Integrity.** Directors and Officers, as well as employees, volunteers, and advisors of the Charter School, 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 Charter School 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 Charter School 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 Charter School uses and expends its funds in a manner that advances the charitable and educational


Texas Programs for Alternative Education
Dba Bridgeway Preparatory Academy Charter Schools
Board of Directors
AT CAPACITY
CEO/Superintendent
Principal*
Director of Operations & Compliance
Director of Special Programs
Assistant Principal
Receptionist
Dean of Instruction/Curriculum
Custodian
Special Education Coordinator
Parent Liaison
Regular Ed Teachers
Cafeteria Worker
Special Ed Teachers
Registrar
Specials Teachers
ABA Specialist
Nurse
GT Teachers
Business Manager
Instructional Assistants
Extracurricular Program Liaison
Embedded Substitutes
504 Coordinator
---Special Ed Teachers
ESL Coordinator
--- ESL Teachers
ESL Teachers
---ABA Specialist
---Instructional Assistants
--- Dotted line reporting
*Duplicate structure for second campus

mission and objectives of the Charter School and not the private interests of Directors or Officers.

**C. Public Accountability.** The Charter School 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 Charter School 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 Charter School 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 Charter School 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 Charter School to promote or oppose candidates or parties or to create the appearance that the Charter School endorses or opposes a candidate or party for elected office.

**F. Endorsements and Use of the Charter School Name and Affiliation.** The Charter School'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 Charter School 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 Charter School 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 Charter School, 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 Charter School.

## II. Conflicts of Interest

**A. Statement on State Law.** The Charter School and its Officers and Directors shall comply with state law governing conflicts of interest among charter school and charter holder board members and officers, as described in Chapter 12 of the Texas Education Code and 19 T.A.C. §§ 100.1131 - 100.1135, including but not limited to the following:

**i. Employees Serving on the Board.**

(1) A member of the governing body of a charter holder, a member of the governing body of a charter school, and an officer of a charter school shall comply with Local Government Code, Chapter 171, in the manner provided by the conflict of interest provisions described in 19 T.A.C. §§100.1131 - 100.1135.

(2) Except as otherwise provided by law, a person who receives "compensation or remuneration" (as defined by law) from a nonprofit corporation holding an open-enrollment charter may not serve on the governing body of the charter holder.

(a) If each charter school operated by a charter holder has received a satisfactory rating, as defined by applicable law, for at least two of the preceding three school years, then charter school employees may serve on the governing body of the charter holder as described below and as provided by law.

(b) An employee of a charter school may serve as a member of the governing body of the charter holder if: (i) only employees of the charter school, and not employees of the charter holder, serve on the governing body of the charter holder; (ii) the only compensation or remuneration received by the board member is salary, bonuses, benefits, or other compensation received pursuant to the employment relationship with the charter school; (iii) charter school employees do not constitute a quorum of the governing body or any committee of the governing body; and (iv) all charter school employees serving on the governing body comply with all applicable conflict of interest provisions required by law.

**ii. Conflicts Requiring an Affidavit and Abstention from Voting.** The following circumstances shall be deemed a Conflict of Interest (as defined below) and the Director or Officer shall, in addition to the procedures set forth in Section C, take action as described below:

(1) If a Director or Officer has a substantial interest in a business entity or in real property, the official shall file, before a vote, decision, or other action on any matter involving the business entity or the real property, an affidavit stating the nature and extent of the interest (Exhibit A, 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 Charter School, the affidavit should be filed with the Superintendent/CEO.

(3) If a Director or Officer is required to file and does file an affidavit as required above, the Director or Officer is not required to abstain from further participation in the matter requiring the affidavit if:

(a) The Director or Officer is a member of the governing body of the charter holder or the charter school, and

(b) A majority of the members of the governing body of which the Director or Officer is a member is composed of persons who are likewise required to file and who do file affidavits of similar interests on the same official action.

**iii. Separate Vote on Budget Item.** The Board of Directors shall take a separate vote on any budget item specifically dedicated to a contract with a business entity in which a member of the governing body of the charter holder has a substantial interest. Abstention is required except as provided above and in 19 T.A.C. § 100.1133(c), otherwise the affected Director may not participate in that separate vote. The affected Director may vote on a final budget if: (a) the affected Director has complied with this chapter; and (b) the matter in which the affected Director is concerned has been resolved.

**iv. Conflict Disclosure Statement.** For purposes of Local Government Code chapter 176, a local government officer includes the Charter School's Superintendent/CEO, its agent, and Directors of the Board and their agents. 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 Charter School or if the Charter School 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 Charter School 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 $100 in the 12-month period preceding the date the officer becomes aware that such a contract has been

executed or the Charter School 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 Charter School 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 Charter School of the alleged violation.

The Charter School 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 Charter School 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 Charter School 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 Charter School has a transaction or arrangement,

(b) a compensation arrangement with the Charter School 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 Charter School to the Interested Person or persons does not exceed the value of the consideration received in exchange by obtaining and reviewing appropriate comparable data ("Comparability Data").

(a) When considering the comparability of compensation for example, the relevant data which the Board or committee may consider includes, but is not limited to, the following: (1) compensation levels paid by similarly situated schools; (2) the availability of similar services within the same geographic area; (3) current compensation surveys compiled by independent firms; and (4) written offers from similar institutions competing for the same person's services. When the transaction involves the transfer of real property as compensation, the relevant factors include, but are not limited to, (1) current independent appraisals of the property and (2) offers received in a competitive bidding process.

(b) Based on the Comparability Data, the Board or committee shall determine by a majority vote of the disinterested Directors or committee members whether the transaction or arrangement is fair and reasonable to the Charter School. 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 Charter School 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 Charter School 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 Charter School, 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.** 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 or an agent of a board director.

**ii. Officer**. 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, or an agent of an officer, 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).

**iii. 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.

**iv. 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.

**v. 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.

**vi. 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.

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

## III. Nepotism

**A. Nepotism Generally Prohibited.** Except as provided by Section III.A. above and applicable law, a Director or CEO may not hire, select, appoint, confirm the appointment of, or vote for the hiring, selection, appointment, or confirmation of an individual that is to be directly or indirectly compensated from public funds or fees of office, if:

**i.** The person is related to the Director or CEO by consanguinity (blood) within the third degree or by affinity (marriage) within the second degree (as defined below); or

**ii.** The Director or CEO 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 sibling of a parent of the person), nephew or niece (who is a child of a brother or sister of the person) (third degree). *Local Gov't Code 573.023.*

*Note:* There is no distinction under the nepotism statute between half-blood and full-blood relations. Thus, half-blood relationships fall within the same degree as those of the full blood.

**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 CEO 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 CEO is appointed; or

**ii.** Six months, if the Director or CEO is elected.

**iii.** One year, if the public official is a member of the governing body of a charter holder. *Local Gov't Code 573.062(a); TAC §100.1115(b)(2)(C).*

**J. Retired Teachers.** A teacher who has retired from a full-time, certified teacher position has broken his or her employment with the Charter School 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. Nepotism Exceptions.** The nepotism exceptions described in 19 T.A.C. § 100.1115 also apply. Notwithstanding an exception, a Director or Officer related in a prohibited

degree may not participate in any deliberation or voting on the appointment, reappointment, or confirmation of same, employment, reemployment, change in status, compensation, or dismissal of an individual, unless the action is taken regarding a bona fide class or category of employees.

**O. 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 Charter School. A failure to thus remove is a material charter violation.

**i.** Removal must be in accordance with the Articles and Bylaws of the Charter School 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 Charter School maintains as confidential, proprietary, restricted, or otherwise as not to be disclosed generally and any information that the Board or the Charter School otherwise determines or deems as Confidential Information.

**B. No Use of Information for Personal Benefit.** A Director shall not use the Charter School 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 Charter School 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 Charter School'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.

## 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 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 Charter School 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 Charter School'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 Charter School 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 Charter School 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-I: Affidavit Disclosing Substantial Interest in a Business Entity or Real Property, as defined in Local Government Code 171.002 and Affidavit of Abstention
— 2 pages

Exhibit A-2: ADDITIONAL DISCLOSURE: The conflicts disclosure statement required of members of the Board and the Superintendent by Local Government Code 176.003–.004 is attached and available on the Texas Ethics Commission Web site at: http://www.ethics.state.tx.us/whatsnew/conflict_forms.htm

**EXHIBIT A-1**

**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 NAME OF CHARTER SCHOOL, make this affidavit and hereby on oath state the following: I, or a person(s) related to me in the first degree, have a substantial interest in:

☐ a business entity, as those terms are defined in Local Government Code Sections 171.001–171.002, that would experience a special economic effect distinguishable from its effect on the public by a vote or decision of the Board.

or

☐ real property for which it is reasonably foreseeable that the Board's action or my action will have a special economic effect on the value of the property distinguishable from its effect on the public.

The business entity or real property is *(name/address of business or description of property)*:

_____.

_____ *("I" or name of relative and relationship)* (have)(has) a substantial interest in this business entity or real property as follows: *(check all that apply)*

☐ Ownership of ten percent or more of the voting stock or shares of the business entity.

☐ Ownership of ten percent or more of the fair market value of the business entity.

☐ Ownership of $15,000 or more of the fair market value of the business entity.

☐ Funds received from the business entity exceed ten percent of _____ *(my, her, his)* gross income for the previous year.

☐ Real property is involved and _____ *(I, she, he)* (have)(has) an equitable or legal ownership with a fair market value of at least $2,500.

The statements contained herein are based on my personal knowledge and are true and correct.

***Abstention***. Upon the filing of this affidavit with the Board's Secretary, I affirm that I shall abstain from participation in any decision involving this business entity or real property, unless permitted according to Local Government Code 171.004(c).

Signed this _____ day of _____ *(month)*, _____ *(year)*.

Signature of official _____

Title _____

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 A-2**

# 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. 23, 84th 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 vendor described by Sections 176.001(7) and 176.003(a), Local Government Code**

4 **Description of the nature and extent of each employment or other business relationship and each family relationship with vendor named in item 3.**

5 **List gifts accepted by the local government officer and any family member, if aggregate value of the gifts accepted from vendor named in item 3 exceeds $100 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 each 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)(2)(B), 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

Form provided by Texas Ethics Commission | www.ethics.state.tx.us | Revised 11/30/2015

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EXHIBIT B

# 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.

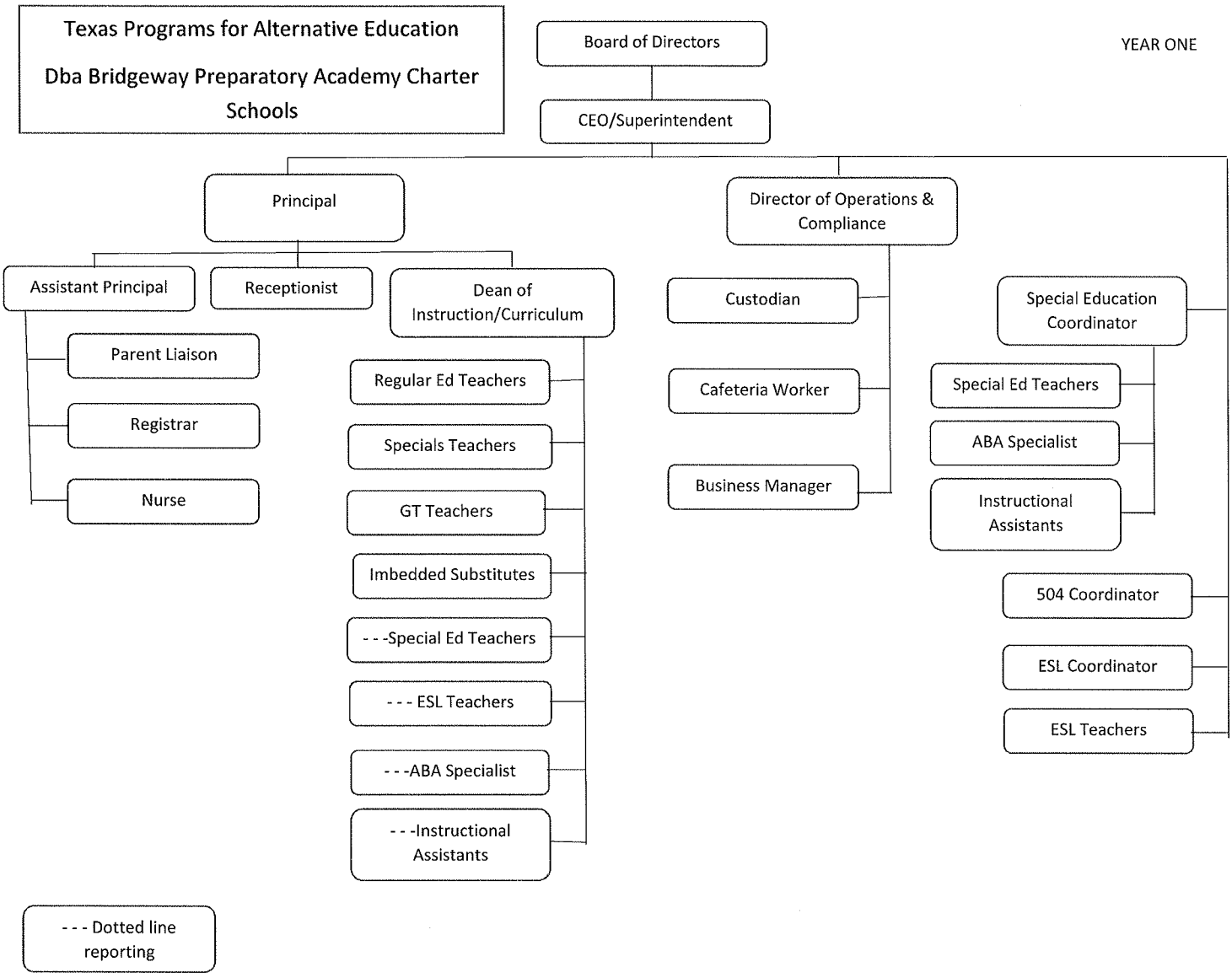
ATTACHMENT O1 – Organizational Chart

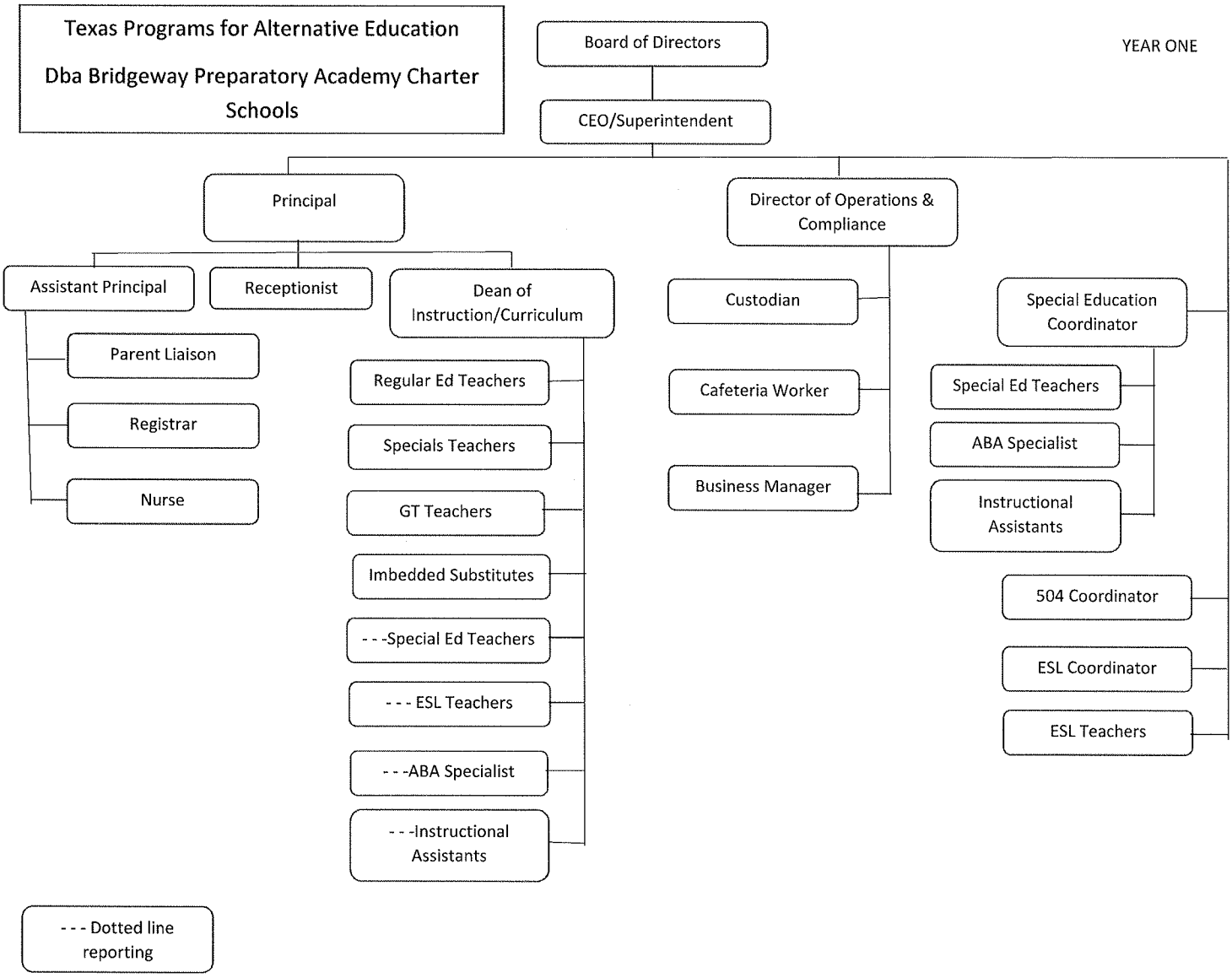
Provide the following:

Two organizational charts that show the school governance, management, and staffing structure in year one and at capacity.

Each organizational chart should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organizational charts shall also document clear lines of authority and reporting within the school.

All positions listed on the organizational charts shall be noted on the Staffing Chart provided as Attachment O2 and have a corresponding Supplemental Human Resources Information Form submitted in Attachment O3.


Texas Programs for Alternative Education
Dba Bridgeway Preparatory Academy Charter Schools
Board of Directors
YEAR ONE
CEO/Superintendent
Principal
Director of Operations & Compliance
Assistant Principal
Receptionist
Dean of Instruction/Curriculum
Custodian
Special Education Coordinator
Parent Liaison
Registrar
Nurse
Regular Ed Teachers
Specials Teachers
GT Teachers
Imbedded Substitutes
- - -Special Ed Teachers
- - - ESL Teachers
- - -ABA Specialist
- - -Instructional Assistants
Cafeteria Worker
Business Manager
Special Ed Teachers
ABA Specialist
Instructional Assistants
504 Coordinator
ESL Coordinator
ESL Teachers
- - - Dotted line reporting


Texas Programs for Alternative Education
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Board of Directors
YEAR ONE
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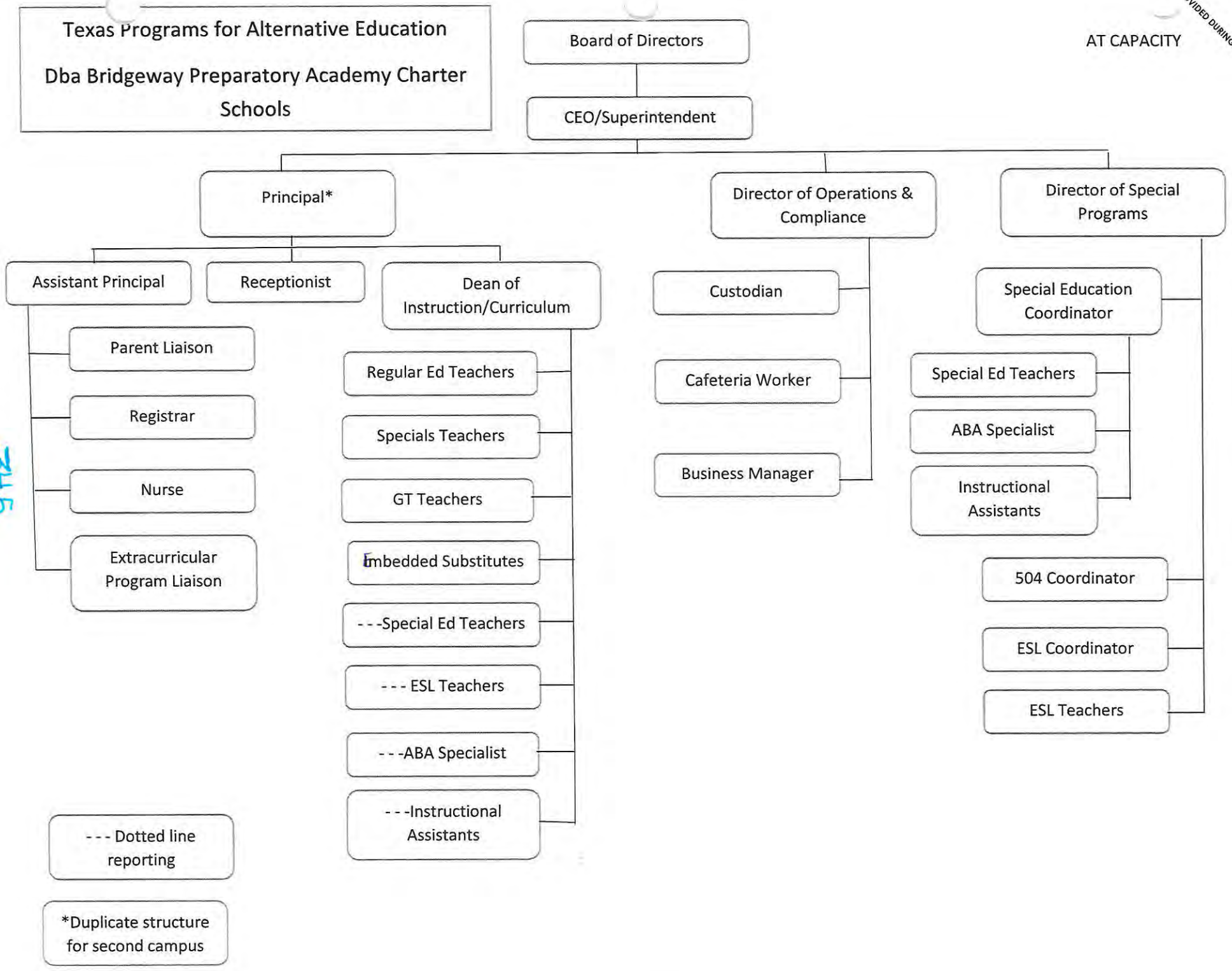
Special Education Coordinator
Parent Liaison
Registrar
Nurse
Regular Ed Teachers
Specials Teachers
GT Teachers
Imbedded Substitutes
- - -Special Ed Teachers
- - - ESL Teachers
- - -ABA Specialist
- - -Instructional Assistants
Cafeteria Worker
Business Manager
Special Ed Teachers
ABA Specialist
Instructional Assistants
504 Coordinator
ESL Coordinator
ESL Teachers
- - - Dotted line reporting

PROVIDED DURING RESUBMISSION PERIOD

AT CAPACITY

# Texas Programs for Alternative Education

## Dba Bridgeway Preparatory Academy Charter Schools



ATTACHMENT O2—Staffing Chart

Provide the following:

Using the template provided at http://tea.texas.gov/charterapp.aspx, complete a staffing chart outlining the staffing plan for the campus(es), as applicable.

The staffing chart should align with the organizational charts, provided in *Attachment O1* and the Supplemental Human Resources Information Forms provided in *Attachment O3* and should identify the following:

1. Year one positions, as well as positions to be added in future years;
2. Administrative, instructional, and non-instructional personnel;
3. The number of classroom teachers, paraprofessionals, specialty teachers; and
4. Operational and support staff.

Adjust or add functions and titles as needed.

Name of Proposed Charter School: Bridgeway Preparatory Academy Charter Schools

Name of Sponsoring Entity: Texas Programs for Alternative Education

| Staff | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|
| **ELEMENTARY SCHOOL CAMPUS STAFF** | | | | | |
| Principal | 1 | 1.5 | 2 | 2 | 2 |
| Assistant Principal | 0.5 | 1 | 2 | 2 | 2 |
| Dean of Instruction and Curriculum | 0.5 | 1 | 1 | 1 | 1 |
| Program Coordinators (SpEd, ESL, 504) | 1 | 1.5 | 3 | 3 | 3 |
| Directors (Special Programs, Operations) | 0.5 | 1 | 2 | 2 | 2 |
| Classroom Teachers (Core Subjects) | 10 | 15 | 30 | 39 | 45 |
| Classroom Teachers (Specials) | 3 | 5 | 8 | 10 | 10 |
| Special Education Teachers | 3 | 5 | 10 | 18 | 22 |
| Other Teachers/Specialists (ESL, GT, ABA) | 2 | 3 | 5.5 | 6 | 6 |
| Administration | 1.5 | 2 | 2 | 2 | 2 |
| Liasions (Parent, Extracurricular) | 1 | 1.5 | 3 | 3 | 3 |
| Teacher Aides and Assistants | 4 | 7 | 18 | 27 | 29 |
| Campus Operations Support Staff | 7.5 | 7.5 | 15 | 15 | 15 |
| **Total FTEs at elementary campus(es)** | **35.5** | **52** | **101.5** | **130** | **142** |

| **MIDDLE SCHOOL CAMPUS STAFF** | | | | | |
|---|---|---|---|---|---|
| Principal | | | | | |
| Assistant Principal(s) | | | | | |
| Add'l Campus Leadership Position 1 (specify) | | | | | |
| 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 middle school campus(es)** | | | | | |

Name of Proposed Charter School: Bridgeway Preparatory Academy Charter Schools

Name of Sponsoring Entity: Texas Programs for Alternative Education

| Staff | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|
| **HIGH SCHOOL CAMPUS STAFF** | | | | | |
| Principal | | | | | |
| Assistant Principal(s) | | | | | |
| Deans | | | | | |
| Add'l Campus Leadership Position 1 (specify) | | | | | |
| 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 high school campus(es)** | | | | | |
| **Total organization FTEs** | **35.5** | **52** | **101.5** | **130** | **142** |

ATTACHMENT O 3—Supplemental Human Resources Information Form

Provide the following:

Using the template provided at http://tea.texas.gov/charterapp.aspx, complete a Supplemental Human Resources Information Form for ALL paid positions required to operate the proposed school in year one and at capacity.

Ensure that the submission includes ALL positions necessary to operate the proposed school during the start-up year, the first year of operations, and finally, at capacity.

All positions represented here should also be represented on the organizational chart submitted in *Attachment O1* and on the staffing chart submitted in Attachment O2.

Name of Proposed Charter School: Bridgeway Preparatory Academy Charter School

Name of sponsoring entity: Texas Programs for Alternative Education

Position: Superintendent

Reports to: Charter Board of Directors

Salary Range: $ 30,000-$ 170,000

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. If none, please state N/A.

Travel, cell phone allowance

Proposed Location (City and County): Farmers Branch, Texas Dallas County

Number of Students anticipated in year one: 286 In year five: 1,560

Minimum Qualifications Required:

Education Required: Master's degree in Education or Education related field. Ph.D. preferred

Experience Required: Combination of 7-10 years of successful experience as a classroom teacher and school leader; District-level administrator preferred. Strong organizational, communication, public relations, and interpersonal skills required. History of management experience

Certification Required: Administrative/Supervisor 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 | Salary Range |
|---|---|---|---|---|
| Anna ISD | 043902 | Anna | 3,072 | $ 149,350 |
| Celina ISD | 043903 | Celina | 2,353 | $ 150,000 |
| Farmersville ISD | 043904 | Farmersville | 1,565 | $ 170,433 |

Name of Proposed Charter School: Bridgeway Preparatory Academy Charter School

Name of Sponsoring Entity: Texas Programs for Alternative Education

Position: Superintendent

Reports to: Charter Board of Directors

Job Duties: List up to 10 key duties this individual will perform.

1. Leads the administration of the School Charter and ensures compliance with all federal and state guidelines. Oversight of all Operations, Instructional Programs, & Accountability and Compliance for the District.
2. Fosters an environment of excellence and high expectations for all students, staff, and parents.
3. Ensures high-quality, data-driven instruction, providing leadership to all staff.
4. Works with the Board to develop a regularly updated strategic plan that incorporates student, staff, and parent input; Monitors grievances and communicates to the Board the grievances and grievance process.
5. Hires and discharges employees and oversees their evaluation processes.
6. Conducts Leadership team meetings for strategic planning, development of district goals, and data reviews of performance.
7. Oversees private fund raising efforts and encourages community involvement.
8. Approves all TEA submissions
9. Develops external communications plan for required information as well as general updates to build community support
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.**

Name of Proposed Charter School: Bridgeway Preparatory Academy Charter School

Name of sponsoring entity: Texas Programs for Alternative Education

Position: Principal

Reports to: Superintendent

Salary Range: $ 68,000-$ 80,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Travel, cell phone allowance

Proposed Location (City and County): Farmers Branch, Texas Dallas County

Number of Students anticipated in year one: 286 In year five: 1,560

Minimum Qualifications Required:

Education Required: Master's degree in Education or Education related field.

Experience Required: Combination of 5-7 years of successful experience as a classroom teacher and school leader; Demonstrated leadership ability required. Ability to evaluate instructional program and teaching effectiveness, manage budgets, personnel, coordinate campus functions, implement policy and procedures, interpret data and possess strong organizational, communication, public relations, and interpersonal skills.

Certification Required: Valid Texas Principal Certification or Supervisor/Administrative certification peferred.

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 | Salary Range |
|---|---|---|---|---|
| Anna ISD | 043902 | Anna | 3,072 | 68,252-86,000 |
| Celina ISD | 043903 | Celina | 2,353 | 68,000-84,000 |
| Farmersville ISD | 043904 | Farmersville | 1,565 | 67,000-82,500 |

Name of Proposed Charter School: Bridgeway Preparatory Academy Charter School

Name of Sponsoring Entity: Texas Programs for Alternative Education

Position: Principal

Reports to: Superintendent

Job Duties: List up to 10 key duties this individual will perform.

1. Oversee all aspects of the instructional program and ensure a focus on improving student performance.
2. Promote and model data driven decision making to drive instructional and school wide practices.
3. Work with Director of Operations and Compliance to ensure compliance with all state and federal mandates.
4. Work with the Business Manager to prepare and submit timely and accurate reports to TEA.
5. Promote the importance of teaching and learning; support achievement of student and campus performance objectives, utilizing the campus planning process and site-based decision making.
6. Deliver information to parents and community in a timely and effective manner.
7. Demonstrate awareness of community/school needs while articulating and seeking community support.
8. Supervise and evaluate the performance of staff assigned to campus including assistant principal(s), Dean of Instruction, teacher(s), counselor(s), librarian(s), instructional aides, clerical support staff, and custodians.
9. Ensure compliance with the School Charter.
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.**

Name of Proposed Charter School: Bridgeway Preparatory Academy Charter School

Name of sponsoring entity: Texas Programs for Alternative Education

Position: Dean of Instruction and Curriculum

Reports to: Principal

Salary Range: $ 58,000-$ 68,000

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. If none, please state N/A.

Travel

Proposed Location (City and County): Farmers Branch, Texas Dallas County

Number of Students anticipated in year one: 286 In year five: 1,560

Minimum Qualifications Required:

Education Required: Master's Degree in Education or Education related field.

Experience Required: At least three years of exemplary teaching; Experience in administration and/or supervision preferred; Ability to work urgently in a fast-paced, results-oriented, environment and able attend to multiple tasks and initiatives at once; Detail-oriented and self-directed; Strong communication skills, organization, and interpersonal skills

Certification Required: Teacher certification
Supervisor/Principal/Admin certificate 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 | Salary Range |
|---|---|---|---|---|
| Anna ISD | 043902 | Anna | 3,072 | 62,000-68,800 |
| Celina ISD | 043903 | Celina | 2,353 | 60,524-68,576 |
| Farmersville ISD | 043904 | Farmersville | 1,565 | 58,000-65,000 |

Name of Proposed Charter School: Bridgeway Preparatory Academy Charter School

Name of Sponsoring Entity: Texas Programs for Alternative Education

Position: Dean of Instruction and Curriculum

Reports to: Superintendent

Job Duties: List up to 10 key duties this individual will perform.

1. Provide leadership on issues of curriculum, assessment, instruction, and professional learning.
2. Manage and develop teachers setting clear expectations and standards for excellent teaching in all content areas; Help teachers use assessment data to improve the quality and scope of their instruction.
3. Ensure that students receive outstanding instruction in all classrooms by observing and evaluating teachers, including conducting classroom observations, coaching teachers, and monitoring student and teacher progress;
4. Assist teachers to provide targeted support to first- and second-year teachers; and work with Campus/District leadership on system-wide instructional initiatives
5. Exercise proactive leadership in promoting the vision and mission of the district and campus to the staff, student, parents, and outside community; Maintains confidentiality.
6. Assist in the planning and delivery of professional learning opportunities to campus teachers/staff during beginning-of-year in-service days, as well as select professional development days throughout the school year
7. Provide leadership in identifying and acquiring appropriate teaching materials, textbooks, and equipment;
8. Exercise proactive leadership in promoting the vision and mission of the district and campus to the staff, student, parents, and outside community.
9. Manage effective instructional systems and assist in the coordination of the campus/state testing programs.
10. Other duties as assigned.

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Name of Proposed Charter School: Bridgeway Preparatory Academy Charter School

Name of sponsoring entity: Texas Programs for Alternative Education

Position: Director of Operations and Compliance

Reports to: Superintendent

Salary Range: $ 68,000-$ 80,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Travel

Proposed Location (City and County): Farmers Branch, Texas Dallas County

Number of Students anticipated in year one: 286 In year five: 1,560

Minimum Qualifications Required:

Education Required: Bachelor or Masters Degree in Education, Business or related field.

Experience Required: Combination of 7-10 years successful experience with federal programs; Ability to interpret laws, rules, and policies; Skills in written and oral communication, planning, and organization; Ability to collect, analyze and interpret data; Strong communication, public relations, and interpersonal skills and the ability to supervise others.

Certification Required: Business/finance/accounting related degree

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 | Salary Range |
|---|---|---|---|---|
| Anna ISD | 043902 | Anna | 3,072 | 68,252-86,000 |
| Celina ISD | 043903 | Celina | 2,353 | 68,000-84,000 |
| Farmersville ISD | 043904 | Farmersville | 1,565 | 67,000-82,500 |

Name of Proposed Charter School: Bridgeway Preparatory Academy Charter School

Name of Sponsoring Entity: Texas Programs for Alternative Education

Position: Director of Operations and Compliance

Reports to: Superintendent

Job Duties: List up to 10 key duties this individual will perform.

1. Provides oversight and leadership for District Accountability and Compliance and reporting and business operations, ensuring district practices remain in compliance with local, state, and federal policies.
2. Participates in the development of all District and Campus Improvement Plans and works cooperatively with Special Programs Director regarding compliance at the campuses, and support its effectiveness.
3. Oversees district wide understanding of federal and state accountability systems and District's performance reporting and creates District Calendar to ensure the submission of all Federal and State deadlines.
4. Responsible for the District's Policies and Procedures Manual and all updatesand recommends policy changes for Board approval as necessary.
5. Research, Interpret, Disaggregate, Report and Support appropriate campus/departments with: Federal and State Accountability: accountability ratings, accountability manual, Texas Academic Performance Report (TAPR), School Report Card, and the Texas Accountability Dashboard Reports
6. Using data from internal and external sources, prepares reports and recommendations for the Superintendent and Board of Education as needed, to inform their decision making and to comply with state and federal regulations and district policies, including documentation of progress toward District, state, and federal accountability standards.
7. Establishes and routinely reinforces the expectation among District staff that every new and existing program should include an evaluation component that is systematically implemented, with resulting information shared for decision-making purposes. Assists principals, instructional coaches, and classroom teachers in learning how to analyze and interpret assessment/evaluation data and then how to use that information to adjust their professional practices.
8. Responsible for oversight of District operations including establishing and maintaining business operations, information systems, trainings, postings, security and safety measures, emergency preparedness, risk management, analysis of potential hazards, and development of prevention and reduction of loss measures.
9. Provides leadership, and support for, Data Validation Process, PEIMS, Student Attendance Accounting, Child Nutrition Program, Transportation Program, Immunizations, Health Screenings programs, custodial services, and community services and partnerships.
10. Other duties as assigned.

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Name of Proposed Charter School: Bridgeway Preparatory Academy Charter School

Name of sponsoring entity: Texas Programs for Alternative Education

Position: Director of Special Programs

Reports to: Superintendent

Salary Range: $ 68,000-$ 80,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Travel

Proposed Location (City and County): Farmers Branch, Texas Dallas County

Number of Students anticipated in year one: 286 In year five: 1,560

Minimum Qualifications Required:

Education Required: Master Degree in Education, Special Education or Education related field.

Experience Required: Combination of 7-10 years successful experience with SPED, Section 504, Bilingual/ESL, Dyslexia programs. Knowledge of federal and state special education law; Ability to implement policy and procedures, interpret data, manage budget and personnel, and coordinate district function. Strong communication, organizational, and interpersonal skills. District level administrative experience preferred.

Certification Required: Special Education Certification, Supervisor or Admin 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 | Salary Range |
|---|---|---|---|---|
| Anna ISD | 043902 | Anna | 3,072 | 68,252-86,000 |
| Celina ISD | 043903 | Celina | 2,353 | 68,000-84,000 |
| Farmersville ISD | 043904 | Farmersville | 1,565 | 67,000-82,500 |

| | |
|---|---|
| Name of Proposed Charter School: | Bridgeway Preparatory Academy Charter School |
| Name of Sponsoring Entity: | Texas Programs for Alternative Education |
| Position: | Director of Special Programs |
| Reports to: | Superintendent |

Job Duties: List up to 10 key duties this individual will perform.

1. Plan, coordinate, implement, and supervise the district's special populations/services programs to including SPED,Section504, Bilingual/ESL, & Dyslexia services.
2. Provide leadership, training, and technical assistance to special services personnel to ensure the needs of students are being met, and that local, federal and state guidelines are being followed.
3. Encourage and support development and implementation of innovative, research based instructional programs that ensure student progress data is evaluated on a systematic basis.
4. Assist with compiling data for State Performance Indicators, PEIMS, Grant Applications and any other state or federal reporting requirements.
5. Assist with Special Program budgets ensuring that programs are cost effective and funds are managed appropriately and assisting with purchasing approvals for Special Programs.
6. Participates in the recruitment, selection, and training of personnel and making recommendations relative to personnel placement, assignment, retention, discipline, and dismissal.
7. Establish and maintain open lines of communication through conferences with parents, students, and teachers/staff concerning vital issues.
8. Obtain and use evaluative findings (including student achievement data) to gauge special programs effectiveness.
9. Perform duties in a professional, ethical and responsible manner as defined in the TEA Code of Ethics for Educators and maintains confidentiality.
10. Other duties as assigned.

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Name of Proposed Charter School: Bridgeway Preparatory Academy Charter School

Name of sponsoring entity: Texas Programs for Alternative Education

Position: Assistant Principal

Reports to: Principal

Salary Range: $ 58,000-$ 68,000

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. If none, please state N/A.

Travel

Proposed Location (City and County): Farmers Branch, Texas Dallas County

Number of Students anticipated in year one: 286 In year five: 1,560

Minimum Qualifications Required:

Education Required: Bachelor's Degree required, Masters Preferred.

Experience Required: Combination of at least 5-7 years of successful experience as a classroom teacher and supervisor Demonstrated leadership ability required.

Certification Required: Principal/Supervisor
Admin. 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 | Salary Range |
|---|---|---|---|---|
| Anna ISD | 043902 | Anna | 3,072 | 62,000-68,800 |
| Celina ISD | 043903 | Celina | 2,353 | 60,524-68,576 |
| Farmersville ISD | 043904 | Farmersville | 1,565 | 58,000-65,000 |

Name of Proposed Charter School: Bridgeway Preparatory Academy Charter School

Name of Sponsoring Entity: Texas Programs for Alternative Education

Position: Assistant Principal

Reports to: Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Participate in the development and evaluation of educational programs.
2. Participate in the development of Campus Improvement Plans with staff, parents, and community members.
3. Assist Principal in development, maintenance, and use of information systems that maintain records and track progress on campus performance objectives; assist in interpretation of campus data.
4. Assist Principal in interviewing, selecting, and orienting new faculty/staff.
5. Assist in the development of a student discipline plan that results in positive student behavior, ensuring that school rules are uniformly observed and that student discipline is appropriate and equitable.
6. Share supervisory responsibility for professional staff with school principal. Supervise teachers, custodians, paraprofessionals, clerical personnel and others as assigned
7. Articulate the school's mission to community and solicit its support in realizing mission and utilize appropriate and effective techniques to encourage community and parent involvement.
8. Comply with federal and state laws, State Board of Education rules, and school board policy. Supervise operations in principal's absence.
9. Conduct conferences on student and school issues with parents, students, and teachers.
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.**

Name of Proposed Charter School: Bridgeway Preparatory Academy Charter School

Name of sponsoring entity: Texas Programs for Alternative Education

Position: Dyslexia/Reading/Teacher

Reports to: Dean of Instruction & Curriculum

Salary Range: $ 42,350-$ 55,800

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. If none, please state N/A.

N/A

Proposed Location (City and County): Farmers Branch, Texas Dallas County

Number of Students anticipated in year one: 286 In year five: 1,560

Minimum Qualifications Required:

Education Required: Bachelor's degree in Education.

Experience Required: Minimum of 2- 3 years classroom experience preferred. Ability to instruct students and manage their behavior; General knowledge of curriculum and instruction; Strong organizational, communication, and interpersonal skills.

Certification Required: Tx-Teacher/Reading certification/Dyslexia Experience

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 | Salary Range |
|---|---|---|---|---|
| Anna ISD | 043902 | Anna | 3,072 | 44,260-57,635 |
| Celina ISD | 043903 | Celina | 2,353 | 42,347-55,883 |
| Farmersville ISD | 043904 | Farmersville | 1,565 | 42,000-55,284 |

Name of Proposed Charter School: Bridgeway Preparatory Academy Charter School

Name of Sponsoring Entity: Texas Programs for Alternative Education

Position: Dyslexia/Reading Teacher

Reports to: Dean of Instruction & Curriculum

Job Duties: List up to 10 key duties this individual will perform.

1. Implements instructional plan/activities that contribute to student engagement and academic growth; Collaborates with peers to enhance the learning environment and offers plans for improvement.
2. Creates classroom environment conducive to learning and appropriate for the physical, social, and emotional development of students; Manages student behavior in accordance with Student Code of Conduct and student handbook.
3. Responsible for course and school-wide performance goals, ensuring student growth and achievement is continuous and appropriate for age group, subject area, and/or program.
4. Adhere to and promote the district's philosophy of comprehensive dyslexia and reading program. Conduct formal and informal campus meetings regarding instructional dyslexia and reading intervention.
5. Maintain a professional relationship with colleagues, students, parents, and community members and utilize effective communication skills to present information accurately and clearly.
6. Compile, maintain, and file all physical and computerized reports, records, and other documents required; Meets deadlines and honors schedules.
7. Present subject matter according to guidelines established by Texas Education Agency, board policies, and administrative regulations.
8. Plan and use appropriate instructional and learning strategies, activities, materials, and equipment that reflect understanding of the learning styles and needs of students assigned and implement any accommodations for differences in student learning styles for Dyslexic students
9. Attend and participate in faculty meetings and serve on staff committees as required; Maintain confidentiality.
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.**

Name of Proposed Charter School: Bridgeway Preparatory Academy Charter School

Name of sponsoring entity: Texas Programs for Alternative Education

Position: Embedded Substitute Teacher

Reports to: Dean of Instruction & Curriculum

Salary Range: $ 28,350-$ 38,800

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. If none, please state N/A.

N/A

Proposed Location (City and County): Farmers Branch, Texas Dallas County

Number of Students anticipated in year one: 286 In year five: 1,560

Minimum Qualifications Required:

Education Required: Bachelor's degree in Education.

Experience Required: Minimum of 2- 3 years classroom experience preferred. Ability to instruct students and manage their behavior; General knowledge of curriculum and instruction; Strong organizational, communication, and interpersonal skills.

Certification Required: Texas Teacher 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 | Salary Range |
|---|---|---|---|---|
| Anna ISD | 043902 | Anna | 3,072 | |
| Celina ISD | 043903 | Celina | 2,353 | |
| Farmersville ISD | 043904 | Farmersville | 1,565 | |

Name of Proposed Charter School: Bridgeway Preparatory Academy Charter School

Name of Sponsoring Entity: Texas Programs for Alternative Education

Position: Embedded Substitute Teacher

Reports to: Dean of Instruction & Curriculum

Job Duties: List up to 10 key duties this individual will perform.

1. Implements instructional plan/activities that contribute to student engagement in the absence of the teacher.
2. Create classroom environment conducive to learning and appropriate for the physical, social, and emotional development of students.
3. Manage student behavior in accordance with Student Code of Conduct and student handbook.
4. Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
5. Maintain a professional relationship with colleagues, students, parents, and community members and utilize effective communication skills to present information accurately and clearly.
6. Compile, maintain, and file all physical and computerized reports, records, and other documents required.
7. Present subject matter according to guidelines established by Texas Education Agency, board policies, and administrative regulations.
8. Plan and use appropriate instructional and learning strategies, activities, materials, and equipment that reflect understanding of the learning styles and needs of students assigned and implement any accommodations for differences in student learning styles.
9. Attend and participate in faculty meetings and serve on staff committees as required; Maintain confidentiality.
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.**

Name of Proposed Charter School: Bridgeway Preparatory Academy Charter School

Name of sponsoring entity: Texas Programs for Alternative Education

Position: Talented and Gifted Teacher

Reports to: Dean of Instruction & Curriculum

Salary Range: $ 43,500-$ 56,000

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. If none, please state N/A.

N/A

Proposed Location (City and County): Farmers Branch, Texas Dallas County

Number of Students anticipated in year one: 286 In year five: 1,560

Minimum Qualifications Required:

Education Required: Bachelor's degree in Education. Masters Degree Preferred

Experience Required: Minimum of 2- 3 years classroom experience in a Talented and Gifted program preferred. Ability to instruct students and manage their behavior; General knowledge of curriculum and instruction and accelerated programs; Demonstrated knowledge of working with talented and gifted students. Strong organizational, communication, and interpersonal skills.

Certification Required: Tx Teacher/GT

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 | Salary Range |
|---|---|---|---|---|
| Anna ISD | 043902 | Anna | 3,072 | 44,260-57,635 |
| Celina ISD | 043903 | Celina | 2,353 | 42,347-55,883 |
| Farmersville ISD | 043904 | Farmersville | 1,565 | 42,000-55,284 |

Name of Proposed Charter School: Bridgeway Preparatory Academy Charter School

Name of Sponsoring Entity: Texas Programs for Alternative Education

Position: Talented-Gifted Teacher

Reports to: Dean of Instruction & Curriculum

Job Duties: List up to 10 key duties this individual will perform.

1. Implements instructional plan/activities that contribute to student engagement and academic growth for Talented/Gifted Students. Collaborates with peers to enhance the learning environment and offers plans for improvement.
2. Creates classroom environment conducive to learning and appropriate for the physical, social, and emotional development of students; Manages student behavior in accordance with Student Code of Conduct and student handbook
3. Responsible for course and school-wide performance goals, ensuring student growth and achievement is continuous and appropriate for age group, subject area, and/or program.
4. Responsible for planning, implementation, evaluation, and support of all G/T services; Responsible for all district G/T screenings.
5. Maintain a professional relationship with colleagues, students, parents, and community members and utilize effective communication skills to present information accurately and clearly.
6. Compile, maintain, and file all physical and computerized reports, records, and other documents required, as mandated by federal, state, local laws, and according to district policy for G/T.; Meets deadlines and honors schedules.
7. Present subject matter according to guidelines established by Texas Education Agency, board policies, and administrative regulations.
8. Plan and use appropriate instructional and learning strategies, activities, materials, and equipment that reflect understanding of the learning styles and needs of students assigned and implement any accommodations for differences in student learning styles for G/T students
9. Attend and participate in faculty meetings and serve on staff committees as required; Maintain confidentiality.
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.**

Name of Proposed Charter School: Bridgeway Preparatory Academy Charter School

Name of sponsoring entity: Texas Programs for Alternative Education

Position: Bilingual/ESL Teacher

Reports to: Dean of Instruction & Curriculum

Salary Range: $ 42,350-$ 55,800

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. If none, please state N/A.

N/A

Proposed Location (City and County): Farmers Branch, Texas Dallas County

Number of Students anticipated in year one: 286 In year five: 1,560

Minimum Qualifications Required:

Education Required: Bachelor's degree in Education. Master's Degree Preferred

Experience Required: Minimum of 2- 3 years classroom experience preferred. Ability to instruct students and manage their behavior; General knowledge of curriculum and instruction for ELL Learners; Strong organizational, communication, and interpersonal skills.

Certification Required: Teacher/ESL Cert.

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 | Salary Range |
|---|---|---|---|---|
| Anna ISD | 043902 | Anna | 3,072 | 44,260-57,635 |
| Celina ISD | 043903 | Celina | 2,353 | 42,347-55,883 |
| Farmersville ISD | 043904 | Farmersville | 1,565 | 42,000-55,284 |

Name of Proposed Charter School: Bridgeway Preparatory Academy Charter School

Name of Sponsoring Entity: Texas Programs for Alternative Education

Position: Bilingual/ESL Teacher

Reports to: Dean of Instruction & Curriculum

Job Duties: List up to 10 key duties this individual will perform.

1. Implements instructional plan/activities that contribute to student engagement and academic growth for Bilingual/ESL students; Collaborates with peers to enhance the learning environment and offers plans for improvement. Develops and implements supplemental language instruction for ELL Learners
2. Creates classroom environment conducive to learning and appropriate for the physical, social, and emotional development of students; Manages student behavior in accordance with Student Code of Conduct and student handbook
3. Responsible for course and school-wide performance goals, ensuring student growth and achievement is continuous and appropriate for age group, subject area, and/or program. Implement procedures and coordinate the process to identify bilingual/ESL students at all grade levels district-wide, including review of student data, testing of students, and facilitating LPACS.
4. Develop bilingual and English-as-a-second language (ESL) curricular documents and instructional support materials. Provide resources and materials to support staff in accomplishing program goals
5. Maintain a professional relationship with colleagues, students, parents, and community members and utilize effective communication skills to present information accurately and clearly.
6. Compile, maintain, and file all physical and computerized reports, records, and other documents required as mandated by federal, state law and local policies. Meets deadlines and honor schedules.
7. Plan and provide staff development including sessions on methods for identifying and instructing Bilingual/ESL students and enriched learning.
8. Plan and use appropriate instructional and learning strategies, activities, materials, and equipment that reflect understanding of the learning styles and needs of students assigned and implement any accommodations for differences in student learning styles for Bilingual/ESL students
9. Attend and participate in faculty meetings and serve on staff committees as required; Maintain confidentiality.
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.**

Name of Proposed Charter School: Bridgeway Preparatory Academy Charter School

Name of sponsoring entity: Texas Programs for Alternative Education

Position: Special Education Teacher/Coordinator

Reports to: Dean of Instruction & Curriculum

Salary Range: $ 44,350-$ 57,800

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. If none, please state N/A.

N/A

Proposed Location (City and County): Farmers Branch, Texas Dallas County

Number of Students anticipated in year one: 286 In year five: 1,560

Minimum Qualifications Required:

Education Required: Bachelor's degree in Education; Master's Degree preferred.

Experience Required: Minimum of 2- 3 years classroom experience in Special Ed. Demonstrates and understanding of federal, state, and local mandates for Special Education service delivery. Ability to provide positive behavioral supports to students. General knowledge of curriculum and instruction; Demonstrated knowledge of strategies and materials for the education of students with disabilities. Strong organizational, communication, and interpersonal skills.

Certification Required: SPED 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 | Salary Range |
|---|---|---|---|---|
| Anna ISD | 043902 | Anna | 3,072 | 44,260-57,635 |
| Celina ISD | 043903 | Celina | 2,353 | 42,347-55,883 |
| Farmersville ISD | 043904 | Farmersville | 1,565 | 42,000-55,284 |

Name of Proposed Charter School: Bridgeway Preparatory Academy Charter School

Name of Sponsoring Entity: Texas Programs for Alternative Education

Position: Special Education teacher/Coordinator

Reports to: Dean of Instruction & Curriculum

Job Duties: List up to 10 key duties this individual will perform.

1. Plans and provides for appropriate learning experiences for students with disabilities in a variety of educational settings; implements the IEP for students with disabilities.
2. Coordinates all Special Education programmatic areas for the campus; Provide crisis intervention, as needed, for students and those in inclusive classrooms; Assist in collection of data for providing appropriate classroom
3. Confer with parents, administrators, testing specialists, social workers, and other professionals to develop individualized education programs (IEPs) designed to promote students' educational, physical, and social/emotional development.
4. Employ and implement special educational strategies and techniques during instruction to improve the development of sensory- and perceptual-motor skills, language, cognition, and memory.
5. Maintain a professional relationship with colleagues, students, parents, and community members and utilize effective communication skills to present information accurately and clearly.
6. Compile, maintain, an eligibility file, all physical and computerized reports, records, and other documents required by local, state, and federal law and district policy
7. Facilitate all ARD meetings and coordinates the referral process and other evaluations through the related services providers.
8. Plan and use appropriate instructional and learning strategies, activities, materials, and equipment that reflect understanding of the learning styles and needs of students assigned and implement any accommodations/modifications as it relates to student learning styles and student need.
9. Attend and participate in faculty meetings and serve on staff committees as required; Maintain confidentiality.
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.**

Name of Proposed Charter School: Bridgeway Preparatory Academy Charter School

Name of sponsoring entity: Texas Programs for Alternative Education

Position: Teacher

Reports to: Dean of Instruction & Curriculum

Salary Range: $ 42,350-$ 55,800

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. If none, please state N/A.

N/A

Proposed Location (City and County): Farmers Branch, Texas Dallas County

Number of Students anticipated in year one: 286 In year five: 1,560

Minimum Qualifications Required:

Education Required: Bachelor's degree in Education.

Experience Required: Minimum of 2- 3 years classroom experience preferred. Ability to instruct students and manage their behavior; General knowledge of curriculum and instruction; Strong organizational, communication, and interpersonal skills.

Certification Required: Tx Teacher Cert.

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 | Salary Range |
|---|---|---|---|---|
| Anna ISD | 043902 | Anna | 3,072 | 44,260-57,635 |
| Celina ISD | 043903 | Celina | 2,353 | 42,347-55,883 |
| Farmersville ISD | 043904 | Farmersville | 1,565 | 42,000-55,284 |

Name of Proposed Charter School: Bridgeway Preparatory Academy Charter School

Name of Sponsoring Entity: Texas Programs for Alternative Education

Position: Teacher

Reports to: Dean of Instruction & Curriculum

Job Duties: List up to 10 key duties this individual will perform.

1. Implements instructional plan/activities that contribute to student engagement and academic growth; Collaborates with peers to enhance the learning environment and offers plans for improvement.
2. Creates classroom environment conducive to learning and appropriate for the physical, social, and emotional development of students; Manages student behavior in accordance with Student Code of Conduct and student handbook
3. Responsible for course and school-wide performance goals, ensuring student growth and achievement is continuous and appropriate for age group, subject area, and/or program.
4. Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
5. Maintain a professional relationship with colleagues, students, parents, and community members and utilize effective communication skills to present information accurately and clearly.
6. Compile, maintain, and file all physical and computerized reports, records, and other documents required; Meets deadlines and honors schedules.
7. Present subject matter according to guidelines established by Texas Education Agency, board policies, and administrative regulations.
8. Plan and use appropriate instructional and learning strategies, activities, materials, and equipment that reflect understanding of the learning styles and needs of students assigned and implement any accommodations for differences in student learning styles.
9. Attend and participate in faculty meetings and serve on staff committees as required; Maintain confidentiality.
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.**

Name of Proposed Charter School: Bridgeway Preparatory Academy Charter School

Name of sponsoring entity: Texas Programs for Alternative Education

Position: Instructional Aide

Reports to: Teacher/Dean of Instruction

Salary Range: $ 12 hr.-$ 17 hr.

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. If none, please state N/A.

N/A

Proposed Location (City and County): Farmers Branch, Texas Dallas County

Number of Students anticipated in year one: 286 In year five: 1,560

Minimum Qualifications Required:

Education Required: High School Diploma or GED.

Experience Required: A minimal of 3 years experience in a school setting; Abilty to work well with children including special needs and unique learners; Ability to communicate effectively; Ability to follow verbal and written instructions

Certification Required: Texas Teacher-Aide 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 | Salary Range |
|---|---|---|---|---|
| Anna ISD | 043902 | Anna | 3,072 | $13.10-17.56 |
| Celina ISD | 043903 | Celina | 2,353 | $ 12.23-17.13 |
| Farmersville ISD | 043904 | Farmersville | 1,565 | $11.00-15.00 |

Name of Proposed Charter School: Bridgeway Preparatory Academy Charter School

Name of Sponsoring Entity: Texas Programs for Alternative Education

Position: Instructional Aide

Reports to: Teacher/Dean of Instruction

Job Duties: List up to 10 key duties this individual will perform.

1. Assists in the implementation of the daily programs under the direction of the teacher.
2. Assists in planning and preparing the learning environment, including centers and appropriate materials.
3. Assists in the supervision of students in the classroom and during other activities.
4. Helps with administration of assessments and work assignments.
5. Maintains a professional attitude & exhibits character traits related to the school curriculum and mission.
6. Treats all students with dignity and respect.
7. Attends all staff meetings and recommended training programs and conferences.
8. Maintains confidentiality about students, their families, and other employees of the school.
9. Participates in professional workshops that work for the improvement of student success.
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.**

Name of Proposed Charter School: Bridgeway Preparatory Academy Charter School

Name of sponsoring entity: Texas Programs for Alternative Education

Position: Parent Liaison

Reports to: Assistant Principal

Salary Range: $ 34,000-$ 45,000

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. If none, please state N/A.

Travel

Proposed Location (City and County): Farmers Branch, Texas Dallas County

Number of Students anticipated in year one: 286 In year five: 1,560

Minimum Qualifications Required:

Education Required: Bachelor Degree in Education or related social service field.

Experience Required: Ability to establish community resource relationships to assist in meeting student and family needs, fostering community involvement; Ability to assess family needs and access services within the community; Ability to advocate for students/parent; Strong communication, organization, and interpersonal skills; Ability to use PC and word processing

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 | Salary Range |
|---|---|---|---|---|
| Anna ISD | 043902 | Anna | 3,072 | |
| Celina ISD | 043903 | Celina | 2,353 | |
| Farmersville ISD | 043904 | Farmersville | 1,565 | |

Name of Proposed Charter School: Bridgeway Preparatory Academy Charter School

Name of Sponsoring Entity: Texas Programs for Alternative Education

Position: Parent Liaison

Reports to: Assistant Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Supports the school and parents by providing community resources/services/referrals for families.
2. Communicates with parents, ensuring that an on-going partnership between home and school is formed.
3. Assist in organizing a variety of activities that supports school/parent involvement, focusing on student's talent and abilities and celebrating the diversity within the community.
4. Prepares documents, reports, and written materials to communicate with parents to convey information.
5. Responds to inquiries both internal and external (e.g. parents, teachers, staff, outside agencies, etc.) for the purpose of providing information and guidance.
6. Makes home visits as needed, to assess family needs and to improve communication, provide information regarding school policies & procedures and/or provide referrals and resources for students and parents.
7. Participates in various meetings, workshops, and committees to gather updated information required to perform functions and remain knowledgeable with the program component serving students & families.
8. Maintain a professional relationship with colleagues, students, parents, and community members.
9. Maintains confidentiality and treats all students and families with dignity and respect.
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.**

Name of Proposed Charter School: Bridgeway Preparatory Academy Charter School

Name of sponsoring entity: Texas Programs for Alternative Education

Position: Extra Curricular Program Liaison

Reports to: Assistant Principal

Salary Range: $ 35,000-$ 43,000

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. If none, please state N/A.

Travel

Proposed Location (City and County): Farmers Branch, Texas Dallas County

Number of Students anticipated in year one: 286 In year five: 1,560

Minimum Qualifications Required:

Education Required: Bachelors Degree in Education or related field.

Experience Required: 1-2 years of school experience preferred; Excellent organizational and management skills; Knowledge of developmental needs of school age children. Ability to manage and supervise large groups. Communicate with excellent written and verbal skills

Certification Required: Valid Texas Teacher 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 | Salary Range |
|---|---|---|---|---|
| Anna ISD | 043902 | Anna | 3,072 | 38,500-48,670 |
| Celina ISD | 043903 | Celina | 2,353 | 37,500-45,210 |
| Farmersville ISD | 043904 | Farmersville | 1,565 | 32,250-42,800 |

Name of Proposed Charter School: Bridgeway Preparatory Academy Charter School

Name of Sponsoring Entity: Texas Programs for Alternative Education

Position: Extra Curricular Program Liaison

Reports to: Assistant Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Responsible for strengthening and aligning the educational and enrichment programs for students by providing leadership in planning and implementing all extra-curricular/after-school programs for the district.
2. Secures consistent and appropriate space for assigned programs and stores any equipment and supplies for the identified program.
3. Designs and demonstrates student enrichment activities and methods of implementation; Participates collaboratively in meetings with district staff and outside agencies as necessary to coordinate services and ensure integration with overall educational goals.
4. Performs operational duties that are tied to the program location serving as the contact for the program.
5. Troubleshooting problems or issues that arise during programs and communicate to appropriate administrator.
6. Accurately completes and submits time cards/payroll records, incident reports, rosters, receipts, and all other program related records in accordance with established district policies.
7. Demonstrates strong interpersonal skills in relating to parents, students, staff and the community.
8. Serves as the bridge-builder between regular day and after-school programs to collaborate data and provide additional instructional support.
9. Models personal and professional values of equity, integrity, caring, collaboration, personal and collective accountability.
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.**

Name of Proposed Charter School: Bridgeway Preparatory Academy Charter School

Name of sponsoring entity: Texas Programs for Alternative Education

Position: Sped Teacher – Applied Behavioral Analysis

Reports to: Dean of Instruction & Curriculum

Salary Range: $ 44,350-$ 57,800

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. If none, please state N/A.

N/A

Proposed Location (City and County): Farmers Branch, Texas Dallas County

Number of Students anticipated in year one: 286 In year five: 1,560

Minimum Qualifications Required:

Education Required: Bachelor's degree in Education; Master's Degree preferred.

Experience Required: Minimum of 2- 3 years classroom experience in teaching the special education student. Demonstrates and understanding of federal, state, and local mandates for Special Education service delivery. Ability to provide positive behavioral supports to students. General knowledge of curriculum and instruction; Demonstrated knowledge of strategies and materials for the education of students identified as requiring special education. Strong organizational, communication, and interpersonal skills.

Certification Required: ABA 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 | Salary Range |
|---|---|---|---|---|
| Anna ISD | 043902 | Anna | 3,072 | 44,260-57,635 |
| Celina ISD | 043903 | Celina | 2,353 | 42,347-55,883 |
| Farmersville ISD | 043904 | Farmersville | 1,565 | 42,000-55,284 |

Name of Proposed Charter School: Bridgeway Preparatory Academy Charter School

Name of Sponsoring Entity: Texas Programs for Alternative Education

Position: Sped Teacher – Applied Behavioral Analysis

Reports to: Dean of Instruction & Curriculum

Job Duties: List up to 10 key duties this individual will perform.

1. Plans and provides for appropriate learning experiences for students identified as Special education in a variety of
2. educational settings: implements the IEP for students with disabilities.
2. Coordinates all Special Education programmatic areas for the campus; Provide crisis intervention, as needed, for students and those in inclusive classrooms; Assist in collection of data for providing appropriate classroom
3. Confer with parents, administrators, testing specialists, social workers, and other professionals to develop individualized education programs (IEPs) designed to promote students' educational, physical, and social/emotional development.
4. Employ and implement special educational strategies and techniques during instruction to improve the development of sensory- and perceptual-motor skills, language, cognition, and memory.
5. Maintain a professional relationship with colleagues, students, parents, and community members and utilize effective communication skills to present information accurately and clearly.
6. Compile, maintain, an eligibility file, all physical and computerized reports, records, and other documents required by local, state, and federal law and district policy
7. Facilitate all ARD meetings and coordinates the referral process and other evaluations through the related services providers.
8. Plan and use appropriate instructional and learning strategies, activities, materials, and equipment that reflect understanding of the learning styles and needs of students assigned and implement any accommodations/modifications as it relates to student learning styles and student need.
9. Attend and participate in faculty meetings and serve on staff committees as required; Maintain confidentiality.
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.**

Name of Proposed Charter School: Bridgeway Preparatory Academy Charter School

Name of sponsoring entity: Texas Programs for Alternative Education

Position: School Nurse

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. If none, please state N/A.

Travel

Proposed Location (City and County): Farmers Branch, Texas Dallas County

Number of Students anticipated in year one: 286 In year five: 1,560

Minimum Qualifications Required:

Education Required: Graduate of an accredited professional nursing education program; Valid RN license to practice professional nursing in Texas from the State Board of Nurse Examiners; (B.S.N.) Knowledge of health appraisals to identify health defects; Strong communication, organizational, and interpersonal skills

Experience Required: Minimum of 1 year experience in public health nursing, community health nursing, school health nursing, or pediatric nursing preferred.

Certification Required: CPR; Vision-Hearing

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 | Salary Range |
|---|---|---|---|---|
| Anna ISD | 043902 | Anna | 3,072 | 42,260-57,685 |
| Celina ISD | 043903 | Celina | 2,353 | 42,347-55,883 |
| Farmersville ISD | 043904 | Farmersville | 1,565 | 42,000-55,284 |

Name of Proposed Charter School: Bridgeway Preparatory Academy Charter School

Name of Sponsoring Entity: Texas Programs for Alternative Education

Position: School Nurse

Reports to: Assistant Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Promotes and protects the optimal health status of school-aged children
2. Establish and implement effective procedures for mandatory screening programs,( vision, hearing, scoliosis, etc.) Make referrals, as necessary.
3. Coordinate management system to administer medications to students at school. Administer medications according to district policy and procedures.
4. Develops procedures and provides for emergency nursing management for injuries/illness.
5. Develops and implements a student health plan.
6. Participates in Admission, Review, and Dismissal Committee, crisis team, and school committees and develops Individual Health Plans, as needed.
7. Compile, maintain, and file all physical and computerized reports, records, and other documents required, including clinic records and accurate, updated health records on all students.
8. Maintains confidentiality about students, their families, and other employees of the school.
9. Educates faculty and staff as needed, in health related topics.
10. Serves as a liaison between the school and physicians, parents, and the community.

**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.**

Name of Proposed Charter School: Bridgeway Preparatory Academy Charter School

Name of sponsoring entity: Texas Programs for Alternative Education

Position: Business Manager

Reports to: Director of Operations

Salary Range: $ 45,000-$ 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. If none, please state N/A.

Travel

Proposed Location (City and County): Farmers Branch, Texas Dallas County

Number of Students anticipated in year one: 286 In year five: 1,560

Minimum Qualifications Required:

Education Required: Bachelor's degree in Accounting, Finance, or Business

Experience Required: At least 5 years experience in Business or Finance. Experience with a nonprofit organization preferred. School finance experience preferred. Working knowledge of accounting principles, financial applications, data interpretation. Ability to use PC and software to develop spreadsheets.

Certification Required: CPA or MBA

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 | Salary Range |
|---|---|---|---|---|
| Anna ISD | 043902 | Anna | 3,072 | 65,000-75,000 |
| Celina ISD | 043903 | Celina | 2,353 | 60,000-70,000 |
| Farmersville ISD | 043904 | Farmersville | 1,565 | 52,000-68,000 |

Name of Proposed Charter School: Bridgeway Preparatory Academy Charter School

Name of Sponsoring Entity: Texas Programs for Alternative Education

Position: Business Manager

Reports to: Director of Operations

Job Duties: List up to 10 key duties this individual will perform.

1. Develop and maintain timely and accurate accounting records for school following TEA guidelines.
2. Responsible of oversight of Registrar , PEIMS, and Attendance personnel and operations, ensuring compliance with local, state, and federal guidelines.
3. Perform accounting processes and maintain a chart of accounts; Execute procurement through payment procedures on behalf of the school in accordance state and federal laws.
4. Prepare monthly, quarterly, and annual financial statements including budget to actual analysis and variance explanations
5. Develop administrative systems and procedures.
6. Manage cash processes including contributions, receivables, grants, funding, and deposits.
7. Act as payroll provider and benefit coordinator.
8. Coordinate annual financial audits and any other reviews, as appropriate.
9. Reconcile bank ledgers, ensure accounts maintain necessary funds, and serve as liaison for all bank business.
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.**

Name of Proposed Charter School: Bridgeway Preparatory Academy Charter School

Name of sponsoring entity: Texas Programs for Alternative Education

Position: Cafeteria Workers

Reports to: Director of Operations

Salary Range: $ 9 hr.- $ 12 hr.

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. If none, please state N/A.

N/A

Proposed Location (City and County): Farmers Branch, Texas Dallas County

Number of Students anticipated in year one: 286 In year five: 1,560

Minimum Qualifications Required:

Education Required: High school Diploma or GED.

Experience Required: One (1) year in a foodservice setting 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 | Salary Range |
|---|---|---|---|---|
| Anna ISD | 043902 | Anna | 3,072 | $10.00-13.00 |
| Celina ISD | 043903 | Celina | 2,353 | $10.92-15.30 |
| Farmersville ISD | 043904 | Farmersville | 1,565 | $9.00-12.00 |

Name of Proposed Charter School: Bridgeway Preparatory Academy Charter School

Name of Sponsoring Entity: Texas Programs for Alternative Education

Position: Cafeteria Workers

Reports to: Director of Operations

Job Duties: List up to 10 key duties this individual will perform.

1. Prepares/sets up lunchroom in preparation to receive a variety of foods.
2. Arranges serving lines with foods, beverages, serving utensils and other items.
3. Participates in approved cleaning and safety practices to insure that sanitary and safe conditions are maintained.
4. Adheres to sanitation standards.
5. Operates all kitchen equipment as instructed.
6. Performs cashier duties and accounts for all meals served, as needed.
7. Completes necessary records, as assigned.
8. Stocks cafeteria with needed items.
9. Cleans area daily and removes trash from area.
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.**

Name of Proposed Charter School: Bridgeway Preparatory Academy Charter School

Name of sponsoring entity: Texas Programs for Alternative Education

Position: Custodian/Day Porter

Reports to: Director of Operations

Salary Range: $ 9 hr.- $ 12 hr.

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. If none, please state N/A.

N/A

Proposed Location (City and County): Farmers Branch, Texas Dallas County

Number of Students anticipated in year one: 286 In year five: 1,560

Minimum Qualifications Required:

Education Required: High school diploma or GED preferred.

Experience Required:
Ability to read and understand instructions for cleaning, maintenance, and safety procedures
Knowledge of minor repair techniques and building and grounds maintenance
Ability to operate cleaning equipment and lift heavy equipment
Ability to properly handle cleaning supplies

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 | Salary Range |
|---|---|---|---|---|
| Anna ISD | 043902 | Anna | 3,072 | $10.00-13.10 |
| Celina ISD | 043903 | Celina | 2,353 | $10.92 -15.30 |
| Farmersville ISD | 043904 | Farmersville | 1,565 | $10.00-12.00 |

Name of Proposed Charter School: Bridgeway Preparatory Academy Charter School

Name of Sponsoring Entity: Texas Programs for Alternative Education

Position: Custodian-Day Porter

Reports to: Director of Operations

Job Duties: List up to 10 key duties this individual will perform.

1. Maintain a cleaning schedule that will include cleaning of floors, chalkboards, wastebaskets, windows, furniture, equipment during the day.
2. Assist in maintaining an inventory of cleaning supplies and equipment and request additional supplies as needed.
3. Make minor building repairs as needed and report major repair needs to principal.
4. Move furniture or equipment within building as directed by principal and assist in setting up facilities for special events.
5. Assist with opening and closing building each school day and follow established procedures for locking, checking, and safeguarding facilities.
6. Inspect building, machines, and equipment for safety and efficiency and correct unsafe conditions in work area and report any conditions that are not correctable to supervisor immediately.
7. Perform preventive maintenance to ensure the comfort, health, and safety of students and staff.
8. Assist with lunchroom set up, including arranging tables and chairs as needed.
9. Keep school building and grounds, including sidewalks, driveways, parking lots, and play areas, neat and clean and comply with local laws and procedures for storage and disposal of trash.
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.**

Name of Proposed Charter School: Bridgeway Preparatory Academy Charter School

Name of sponsoring entity: Texas Programs for Alternative Education

Position: Registrar/PEIMS/Attendance

Reports to: Business Manager/Principal

Salary Range: $ 32,000-$ 42,000

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. If none, please state N/A.

Travel

Proposed Location (City and County): Farmers Branch, Texas Dallas County

Number of Students anticipated in year one: 286 In year five: 1,560

Minimum Qualifications Required:

Education Required: High School Diploma required. Some College required. Bachelor's Degree Preferred

Experience Required: Combination of at least 3-5 years of work in an environment requiring confidential information, maintenance of records, and strict deadlines; Ability to use PC and software to develop databases, spreadsheets and use word processing; Proficient in keyboarding and 10 key skills. Public school experience preferred.

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 | Salary Range |
|---|---|---|---|---|
| Anna ISD | 043902 | Anna | 3,072 | 35,000-42,000 |
| Celina ISD | 043903 | Celina | 2,353 | 32,000-41,000 |
| Farmersville ISD | 043904 | Farmersville | 1,565 | 30,000-38,000 |

| | |
|---|---|
| Name of Proposed Charter School: | Bridgeway Preparatory Academy Charter School |
| Name of Sponsoring Entity: | Texas Programs for Alternative Education |
| Position: | Registrar/PEIMS/Attendance |
| Reports to: | Business Manager/Principal |

Job Duties: List up to 10 key duties this individual will perform.

1. Maintain accurate records of student attendance on a daily basis.
2. Codes reasons for student absences, tardiness and maintains file of parent documentation.
3. Registers new students; request records from previous schools; prepares records of withdrawing students.
4. Ensures all students are properly coded for special designations (at-risk, SPED, ESL, Dyslexia, etc.)
5. Process new student records by setting up cumulative folders and entering student data in database.
6. Prepares reports including attendance reports, grades, class or personnel rosters, and accounting reports.
7. Assist parents and faculty/staff with questions regarding student attendance/ data.
8. Prepares truancy reports for students not meeting attendance requirements and submit to school admin.
9. Supports Charter school goals & programs and assist with any special projects as assigned by school admin
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.**

Name of Proposed Charter School: Bridgeway Preparatory Academy Charter School

Name of Sponsoring Entity: Texas Programs for Alternative Education

Position: Receptionist

Reports to: Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Assists with answering the phone, greeting the public and other routine office duties.
2. Schedule meetings and appointments and maintain calendar for principal.
3. Maintain physical and computerized files including mailing lists, student records, visitor logs, and office communication.
4. Assist with coordination of faculty meetings and campus activities and maintain school calendar of events.
5. Sort, distribute, or deliver mail and other documents.
6. Assist students, teachers, and parents as needed.
7. Prepare written correspondence, forms, schedules, or reports using personal computer.
8. Maintain confidentiality and exhibit a positive and professional attitude.
9. Supports charter school goals, programs, and mission. Takes on special projects assigned by the principal.
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.**

Name of Proposed Charter School: Bridgeway Preparatory Academy Charter School

Name of sponsoring entity: Texas Programs for Alternative Education

Position: Receptionist

Reports to: Principal

Salary Range: $ 12 hr.- $ 17 hr.

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. If none, please state N/A.

N/A

Proposed Location (City and County): Farmers Branch, Texas Dallas County

Number of Students anticipated in year one: 286 In year five: 1,560

Minimum Qualifications Required:

Education Required: High School Diploma or GED required. Some college, Bachelor's Degree preferred.

Experience Required: School experience preferred. Proficient word processing and file maintenance skills; Effective organizational, communication, and interpersonal skills; Ability to use personal computer and software to develop spreadsheets, databases, and do word processing.

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 | Salary Range |
|---|---|---|---|---|
| Anna ISD | 043902 | Anna | 3,072 | 15.57-22.21 hr. |
| Celina ISD | 043903 | Celina | 2,353 | 14.60-20.58 hr. |
| Farmersville ISD | 043904 | Farmersville | 1,565 | 12.23-17.15 hr. |

# OPEN-ENROLLMENT CHARTER SCHOOL APPLICATION
## Generation Twenty-Two
## Special Assurances Document

Sponsoring Entity: Texas Programs for Alternative Education

Proposed Charter School Name: Bridgeway Preparatory Academy

*The Board Chair of the proposed sponsoring entity shall initial each and all assurances within this document to confirm awareness and understanding of responsibilities established herein.*

**I. Open Meetings Requirements**

ND The proposed charter holder assures that all meetings in which charter school business is discussed will be posted to provide public notice, held in an open public forum, and any action items voted upon in a public forum as required by the Open Meetings Act in Government Code, Chapter 551.

ND Furthermore, the proposed charter holder assures that all of the following will be discussed in open meetings and only acted upon with approval of the charter holder board:

- The annual budget and all amendments to the budget,
- Any changes to job descriptions from those submitted in the application for charter, and
- Any changes in compensation from compensation as submitted in the application for charter.

**II. Public Information Requirements**

ND The proposed charter holder assures that information, that is considered public, requested by anyone will be provided in accordance with Government Code, Chapter 552.

**III. Criminal History Check Requirements**

ND The proposed charter holder assures that criminal history checks will be completed in accordance with law and that no person will serve as a member of the governing body of a charter holder, as a member of the governing body of the charter school, or as an officer or employee of an charter school if the person has been convicted of a misdemeanor involving moral turpitude, a felony, an offense listed in TEC 37.007(a) or an offense listed in Article 62.01(5) Code of Criminal Procedure.

**IV. Annual Training Requirements**

ND The proposed charter holder assures that all annual training requirements for board members and school administrators will be completed in accordance with law and commissioner rules.

**V. Residential Facilities Monitoring (RFM) System**

ND The proposed charter holder assures that it understands that, pursuant to 19 Texas Administrative Code (TAC) §97.1072, there is a specific system for monitoring school districts and charter schools that serve students with disabilities who reside in RFs. The charter holder further assures that it understands that it will be required to report data related to students with disabilities residing in RFs in TEA's data collection system known as RF Tracker and that it may be subject to RFM intervention activities and on-site visits based upon a review of the data it reports or on random or other means of selection.

**VI. Special RF Training**

ND The proposed charter holder assures that all personnel involved with serving students with disabilities residing in an RF and personnel involved with reporting data in *RF Tracker* will receive training on the RFM system.

Sponsoring Entity: Texas Programs for Alternative Education

Proposed Charter School Name: Bridgeway Preparatory Academy

**VII. Admission and Enrollment**

ND The proposed charter holder assures that parents or prospective students will not be required to attend an interview or meeting of any kind prior to admitting and/or enrolling a student, or during the time in which the student is enrolled.

ND The proposed charter holder assures that volunteer hours, or payment in lieu of volunteer hours, will not be required of the parent or guardian as a requirement for student admission or enrollment.

ND The proposed charter holder assures that there will be no specified days designated for enrollment and/or admission. If space is available, a student will be enrolled and admitted on any day at any time of day and must be counted as and considered a charter student immediately. State law does not allow for a trial enrollment period at a public school.

ND The proposed charter holder assures that no student auditions will be required prior to enrollment and admission at the charter school unless the charter is originally approved by the commissioner of education as a performing arts school with an audition component or the charter is amended by the commissioner of education to designate the school a performing arts school with an audition component.

ND The proposed charter holder understands that a student may be ineligible for enrollment at a charter school based on a history of a criminal offense, a juvenile court adjudication, or discipline problems under Texas Education Code (TEC), Chapter 37, Subchapter A, only if the enrollment prohibition is specifically approved by the commissioner of education when the charter is awarded, or if the charter is amended by the commissioner of education to allow this enrollment prohibition. It must be noted that the enrollment prohibition is not allowed for any prior discipline problems, but only those specified in TEC, Chapter 37, Subchapter A.

**VIII. Public Meeting(s)**

ND The proposed charter holder assures that a public meeting will be held, in accordance with the requirements outlined in Attachment A2 of this application, for each approved campus opened after Year 1, at least 6 months prior to opening that campus. The proposed charter holder further assures that such meetings will be held within the city of the proposed campus address.

**IX. Withdrawal and Expulsion**

ND The proposed charter holder assures that it understands that only the parent or guardian may withdraw a student from the charter school, and the only time charter administrators may withdraw a student and use administrative withdrawal as the leaver code is in the rare instances when:

- a student is withdrawn by the charter school because the charter school discovers, when verifying enrollment information, that the student was not a resident of the district at the time of enrollment;
- the charter school discovers that the student has falsified enrollment information;
- proof of identification is not provided; or
- immunization records are not provided within 30 days of enrollment.

ND The proposed charter holder understands that a student who fails to comply with the charter school's student code of conduct may not be administratively withdrawn. If a student commits an expellable offense, as outlined in the student code of conduct, the charter holder further understands that charter administrators may expel the student only after due process has been afforded the student, and the charter holder board has determined that expulsion is the appropriate consequence.

Sponsoring Entity: Texas Programs for Alternative Education

Proposed Charter School Name: Bridgeway Preparatory Academy

NO The proposed charter holder understands that it has an obligation to notify the school district in which the student resides within three business days of any action expelling or **withdrawing** a student from the charter school. See 19 TAC §100.1211 (c).

NO The proposed charter holder assures that each campus granted through the initial charter contract and all subsequent renewal, expansion, and re-designations shall establish and maintain gun-free campus policies. The charter shall also expel a student who brings a firearm, as defined by 18 U.S.C. Section 921, to school. See TEC §37.007(e).

**X. Federal and State Funding**

NO The proposed charter holder understands that any request for assistance from the Texas Education Agency that is to be provided from *Every Student Succeeds Act* funds, as granted by the *Every Student Succeeds Act of 2015,* must comply with the *The Guns-Free Schools Act.* See 20 U.S. Code § 7151.

NO The proposed charter holder understands that any *Every Student Succeeds Act* funds that are applied towards campus(es) operated on the premises of a public university or college may be effected by new open-carry handgun legislation on public university and college campuses. See Senate Bill 11, as approved by the 84th Legislature, 2015.

NO The proposed charter holder understands that upon receipt of its first federally funded grant from TEA, "specific conditions" will be imposed upon it, including requirement to participate in training and technical assistance provided by the Department of Grants and Federal Fiscal Compliance. The training and technical assistance is designed to help new charter schools ensure that federal grant funds are used in accordance with applicable statutes, regulations, and requirements. TEA is authorized to impose specific conditions by Title 2 of the Code of Federal Regulations (CFR), 200.331 (c) and 200.207.

**XI. Required Disclosure**

NO The proposed charter holder assures that all information subject to a required disclosure of fact(s) has been expressly provided within the *Charter School Application* to the extent authorized by all controlling law.

*I, the undersigned, hereby certify that the governing body of the charter holder has authorized me to provide these assurances as noted by my initials on this and all previous pages.*

Natalie Davenport, Ph. D.

Printed Name of Sponsoring Entity Board Chair

Dr. Natalie Davenport

Signature of Sponsoring Entity Board Chair

11/26/2016

Date