





## 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
Jazalyn Holiday	ESL Teacher/Aldine ISD	CEO/Superintendent
Ana Leal	Realtor/Century 21	Board Member
Deborah K. Johnson	Secretary	Unknown

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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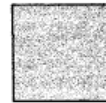
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I. Applicant is an In-State organization?

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

**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.**

Motto - Together we can make all things possible.

Mission - At Building and Learning Together Academy our mission is to promote, inspire, and execute high standards for all students. To provide essentials for parents and students to work together at home and school. To provide a safe and secure environment for all staff, parents, and students. Our mission is to be a catalyst for community and social renewal by encouraging positive community participation and by creating effective partnerships that build livable, smart communities and connects low to moderate income persons and families to resources and other vital community assistance.

Vision - To educate the importance of building onto prior knowledge in order to succeed in the future.

**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.**

The school's mission is to work together as a team in order to help all students succeed. Teachers will teach every student and collaborate with parents to ensure students are receiving the help he or she needs at home and at school. K. Robinson (2011) states collaboration is to benefit from the stimulation of each other's expertise (p.236). Team building is needed in order to help each individual work together and stay focused on the goal, which is to create a successful future for all students. It takes a village to raise a child and Building and Learning Together Academy will be a part of the child's village to ensure learning.

Goals/Objectives

1. Organize cultural, educational, recreational events, and outings that enrich youth and the community.
2. Partner with other community groups and initiatives that provide programs and/or services that empower low wealth individuals and families.
3. Promote and educate parents and students on available resources that will help students succeed in every grade level.

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.

Josalyn Holiday  
Ana Leal

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

N/A



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.**

In order to be successful there is only one proposed campus request at this time. The community, the demand for a school, and funding all played a major role in determining how many proposed campuses to request. The proposed campus will be located in a neighborhood in need of change, encouragement, and positivity. The first step to determining the number of campuses to request was to evaluate the overall goal, which is to ensure learning for all students. The second step was to evaluate the time frames and deadlines. In order to produce an exemplary school it may take five to six years. It is important to place all time and energy into one school before forming another school. It is better to have one great school, than to have multiple low performing schools. The third step was funding. Building and Growing Together Academy has to be prepared to offer summer school to students who may need extra help, which means separate funding is required. There will be enough funding for one school and more funds may become available in the future, but right now it is important to focus on one school at a time.

**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.**

Strategic choice areas that will be used to determine expansion will be: neighborhood demographics, high demand for exemplary schools, and long waiting list at near by schools causing parents to seek a better quality of education at other schools.

Many parents show interest in schools with high performance rates. If many parents are in need of a better quality of education for their children an expansion amendment could occur in order to accommodate more students.

Performance, attendance, and discipline statistics will also play a major role in expansion. If there is a community in need, expansion will be viable.

Narrative Page

I. Student Demographic Data	Proposed Campus	Occupied District		
		HISD	Aldine ISD	Sheildon ISD
African American	73.5	24.5	24.6	20.3
Hispanic	22.6	62.1	71.4	69.7
White	2.5	8.4	1.9	8.2
American Indian	0.1	0.2	0.1	0.2
Asian	0.1	3.7	1.3	0.5
Pacific Islander	0	0.08	0.1	0
Two or More Races	1.2	0.99	0.7	1
Economically Disadvantaged	80.2	75.5	82.3	75.9
ELL	7.2	8.9	9.9	30.7
At-Risk	75.7	64.15	71.1	40
Gifted & Talented	12.7	14.9	4.3	5.7
Special Education	1.8	7.3	6.8	6.8

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

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

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

Pre-K <input type="text" value="40"/>	Kindergarten <input type="text" value="60"/>	Grade 1 <input type="text" value="60"/>	Grade 2 <input type="text" value="60"/>	Grade 3 <input type="text" value="60"/>	Grade 4 <input type="text"/>
Grade 5 <input type="text"/>	Grade 6 <input type="text"/>	Grade 7 <input type="text"/>	Grade 8 <input type="text"/>	Grade 9 <input type="text"/>	Grade 10 <input type="text"/>
Grade 11 <input type="text"/>	Grade 12 <input type="text"/>				

**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.

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://rptsv1.1.1ea.texas.gov/perfreport/tapr/>

This section has a required Attachment A-5- 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.

**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.**

#### Students

The anticipated student population for one year will be between 280 and 300 students. We are targeting students located in northeast Houston. The teacher/student ratio will be 1:20. The current school districts in Northeast Houston are over crowded, which makes it hard to effectively teach students to his or her highest potential. The proposed program of instruction will allow teachers to effectively service students and their communities with smaller amount of students in each classroom compared to public schools. Teachers will be able to work with students in smaller groups throughout the day and the support of a paraprofessional will also help with instruction.

A certified special education teacher will educate special needs students along with a full time assistant. Any student placed in a regular education class that may need special accommodations will receive services on an as needed basis from contracted speech pathologist, diagnosticians, and/or any individual who may play a key factor in the education of the students success.

We are unable to predict how many bilingual, special ed, and ELL students we may have at this time, but we are prepared to meet the needs of all students.

Dual language will be offered for one kindergarten class only during the first year and a lottery will determine which students will be selected for the dual language program. This program will begin in kindergarten and progress each year. Year two, the dual language program will be offered for kindergarten and first grade. Each year a grade level will be added in order to help students gradually learn English and Spanish.

The school year will consists of 168 days with a total of 75,600 hours. A regular school day will begin at 7:30 and will end at 3:30 each day. After the first nine weeks of school, an extended day program will be offered for students in grades one through three on Tuesdays and Thursdays from 3:45 PM - 5:15 PM for students who are performing below grade level.

#### Parents

Building and Growing Together Academy will meet the needs of students and parents. It is important for parents to become aware of available resources that will help the parents succeed as well. The counselor will conduct monthly parent meetings for parents providing different information each month, such as: how to find a job, how to help students with homework, transitioning from one grade to the next, helping a child with behavior issues, and much more.

Parents will be encouraged to attend orientation/meet the teacher night which will take place 2 - 3 days before school begins. Parents will also be encouraged to attend at least 2 parent conferences with their child's teacher each school year. Open house will be conducted 1 time in the fall and 1 time in the spring to give parents an opportunity to learn more about their child's school, teachers, and expectations.

Parent volunteers will be encouraged to volunteer at home and at school. In order for a parent to volunteer at school a background check will be performed to ensure the safety of our students. Parents that volunteer may become more involved with their child's learning.

3 - 4 family nights will occur during the school year. These nights will be designed to encourage family time. Families will be invited to the school to participate in various family activities such as: Children's museum activities, arts and crafts night, and family game night. Family night will help families build stronger bonds while in a school environment.

Building and Growing Together Academy will help build relationships, develop character, and promote student learning. Our family and community involvement plan will be one step in helping all students succeed.

Narrative Page

**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).*

The Owl Curriculum, Montessori Curriculum will be optional, but made available for Pre-K use, Pearson curriculum, and TEKS will be used to educate all students.

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

*Including educational or experience requirements.*

CEO/Superintendent will be the overseer of curriculum to ensure all curriculum is aligned with TEKS. The TEKS are the best essentials for educating students on every grade level.

The CEO/Superintendent and administration will align all curriculum with the TEKS.



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.*

**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.**

Research conducted in 2014 shows English proficient immersion students are capable of achieving as well as, and in some cases better than, non-immersion peers on standardized measures of reading and math (Center for Advanced Research on Language Acquisition). Building and Growing Together Academy will build and grow together as a team to make sure all students learn at their highest potential. The dual language program is one successful program that will help Spanish speakers learn in English and English speakers learn Spanish. Bilingual classrooms teach 80% in Spanish and only 20% in English. English classrooms only teach in English. The dual language program will give students the opportunity to not feel segregated, but will make them feel like a part of an important group.

Year 1, the dual language program will only be offered for kindergarten. Year 2, the dual language kindergarten class will be in 1st grade, so the program will be offered for kindergarten and 1st grade. Each year another grade will be added for dual language, so all students will have an opportunity to begin the program in kindergarten.

The Special Education classes will have IEP's for students and will follow the plans in order for the students to reach their goals. The Special Education classes will have grade level curriculum in order to implement as much as possible, but IEP's will be the main source for Special Education courses.

Bilingual and ESL classrooms will follow the same curriculum as Regular classrooms. Bilingual classrooms will be taught 80% in Spanish and 20% in English. The Spanish percent will cover the core subjects. The English percent will consist of vocabulary and language appropriate per grade level.

Pre-kindergarten will follow the Opening your World to Learning (OWL) curriculum. Pre-k teachers will also have access to the Montessori curriculum. The Montessori curriculum is not mandatory, because it will require a Montessori certification that will be paid by the individual themselves. Josalyn Holiday and Ana Leal are both Montessori certified teachers and both are willing to provide certification information to individuals that are interested in teaching the Montessori method.

Pearson has many curriculum resources for all grade levels. Some curriculum resources will be purchased from Pearson for kindergarten through 5th grade, but the TEKS will be the main source of teaching standards for kindergarten through 5th grade.

Building and Growing Together Academy will have 168 instructional days, but extended day will be offered for students that are struggling in areas. Extended day will allow for smaller classrooms and more one-on-one time for teachers if needed. Extended day will be on Tuesdays and Thursdays from 3:45 PM- 5:15 PM beginning after the 1st six weeks ends. After the 1st six weeks teachers will know which students need extra help and more one-on-one time with the teacher.

Flexible group will be a part of the teacher's instructional time. During this time, the teacher will work with small groups and help low performing students and also higher performing students. Teachers will be encouraged to teach each child on his or her level. If a child is advanced, he or she should receive more challenging work.

Board members will analyze data and provide suggestions when needed. Board members are also encouraged to become more involved in the school by volunteering at least 1 hour per six weeks to help tutor, encourage, or motivate a child in the classroom.

**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 proposed curriculum will be designed to meet the needs of all students. Students learn on different levels and all children do not learn at the same pace. The target population are at-risk students and it is our goal to make sure these at-risk students are understanding the objectives and master all concepts by the end of the school year.

The proposed curriculum will be aligned with the TEKS and also presented in a way that will not be teaching to the STAAR test. Many traditional schools "teach to the test," which means they only teach what appears on the STAAR test. This method does not make learning fun and enjoyable. All teachers will be encouraged to make learning fun, be creative, and enjoyable. Teachers must enjoy what they are doing in order to effectively teach children.

Children will come in all forms and teachers have to teach to the auditory, visual, kinesthetic, and textual learner. Differentiated instruction will be highly enforced to reach all children.

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

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

The board, CEO/Superintendent, and administrators will constantly assess the curriculum for strengths and weaknesses. There is always room for improvement and the curriculum will be evaluated and modified each year. School curriculum is an ongoing process. Each year new curriculum is created, new software becomes available, and new methods are developed every year.

The board will review data and compare data to other districts in order to see how Building and Growing Together measures with other districts. Every year Building and Growing Together Academy will look for methods to improve curriculum as long as it is aligned with the TEKS.

STAAR Test and 6 weeks exams will also play a role in curriculum development. The results of exams will determine if the curriculum is too weak. If a majority of students are performing low, the curriculum could be part of the problem as well. If the majority of students are performing high, the curriculum could be well developed for the time being.

**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.

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Research conducted in 2014 shows English proficient immersion students are capable of achieving as well as, and in some cases better than, non-immersion peers on standardized measures of reading and math (Center for Advanced Research on Language Acquisition). Building and Growing Together Academy will build and grow together as a team to make sure all students learn at their highest potential. The dual language program is one successful program that will help Spanish speakers learn in English and English speakers learn Spanish. Bilingual classrooms teach 80% in Spanish and only 20% in English. English classrooms only teach in English. The dual language program will give students the opportunity to not feel segregated, but will make them feel like a part of an important group.

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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.

Students in Pre-k 3 and Pre-k 4 will be on a grading scale that shows objectives that should be mastered for the school year along with assessments from social, emotional, and motor skills. Kindergarten students will be on a similar grading system as pre-k, but each subject will receive a grade of Excellent (E), Satisfactory (S), Needs improvement (N), and Unsatisfactory (U). 1st, 2nd, 3rd, 4th, and 5th grade will be on a 0 - 100 grade point scale. Students that receive below a 70 will be considered failing. 90 or above will be classified as an A. 89 - 80 will be classified as a B and 79-70 will be classified as a C.

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 (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.

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

All pre-k students will advance to the next grade level regardless of their grades. Students that receive a 70 or above in K-4 will be considered passing. A grade of 69 or below will be considered failing.

An after school program will be implemented two times per week for students that require extra help in grades one through five. The after school program will occur two hours after the regular instructional period on Tuesdays and Thursdays beginning after the first nine weeks of school.

Chromebooks, I pads, and computers will be made accessible for all students during the school day in order to help students learn.

The dual language program will help students excel in both English and Language. This program will be made available in kindergarten during year 1 and each year another grade level will be added. A lottery will be created for the dual language program to ensure fairness in acceptance to the program. Only 20 kindergarten students will begin the dual language program. Once a student is accepted into the dual language program, he or she will remain in the program as long as they are a student at Building and Growing Together Academy.

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

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

Summer school will also be offered for three weeks after the last day of instruction in order to ensure success from all students.

Business partners will volunteer throughout the school year to help tutor, boost students self-esteem, and also help in any area where a student may be lacking.

Teachers will be encouraged to use the Google Drive to share pictures, lessons, and assignments that are working in the classroom.

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

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

Every grade level will build on to what the other grade level is teaching to achieve successful alignment between grade levels. Each grade level team will meet once per week amongst themselves. Each grade level chair will meet with the upper grade once per month to discuss strengths and weaknesses. For example, the kindergarten chairperson will meet with the first grade chairperson. The first grade chairperson will meet with the kindergarten chairperson as well as the second grade chairperson. The chairpersons will discuss and provide suggestions to help prepare students for the next grade level. Communication is the key to success. The goal is to have effective communication and always make sure everyone involved fully understandings what is expected of one another.

Teachers will also have weekly grade level meetings with their own grade. Teachers will collaborate and share ideas of what is working and not working in the classroom. Creativity loves collaboration allows individuals to come together and brainstorm ideas. There is a saying two heads are always better than one. Allowing groups to collaborate new ideas can bring a wonderful change and also create a new environment. Robinson (2011) states collaboration is to benefit from the stimulation of each other's expertise (p.236). Every week teams will meet to discuss upcoming events and review the lesson plans for the upcoming week. Even though everyone is required to teach the same objectives, there will be many ideas discussed that will teach the same concept in different ways.

Narrative Page

**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.*

Students will arrive and be greeted at the door with a handshake and a smile daily by a staff member. Breakfast will be provided for kindergarten through third grade before students report to class. Pre-kindergarten students will go to class and then walk to the cafeteria together as a group along with their teacher. Welcoming music will play over the speaker daily in order to get students excited and ready for the day. Every student will be treated like a respectable individual. Teachers will teach the importance of manners and respect in every classroom, which means every student will give and receive respect from all individuals. Students will recite the pledge to the Texas and United States flag every morning. Students will also recite the school mission and vision daily.

A positive environment will be created every morning and will be upheld throughout the day. Every grade level will have at least one GT certified teacher to help students above grade level. Bilingual certified teachers will accommodate students that speak languages other than English. All teachers will be encouraged to utilize differentiated instruction for students above or below grade level.

Students with disabilities will be provided with accommodations as needed to help them succeed as well. Students who are able to function in a regular classroom will be placed in a regular educational class, but students who need special ed, will be placed with a special education teacher.

Every teacher will have his or her own schedule to follow, but all students will receive 45 minutes of language, 45 minutes of math, 30 minutes of Reading, 30 minutes of writing, 30 minutes of Science, 30 minutes of Social Studies, 1 hour of ELL/ESL/communication, 30 minutes of PE (twice per week), 20 minutes of recess daily, 30 minutes of library time (once per week).

At the end of an instructional day, students will drop everything and read from 3:10 - 3:20. Students will recite the school motto at 3:25 and dismissal will begin at 3:30. As students leave they will be given a pat on the back, a handshake, a hug, or a smile by a school official as they walk out of the door one at a time. All students will feel important and excited to return on the next day.

**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.



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...

Brigance, Benchmarks, and six weeks exams

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

Benchmarks and six weeks exams

**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 principal, assistant principal, and grade level chairpersons from each grade level will be responsible for planning assessment and evaluation activities.

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

TEKS will be the main focus of every grade level with the exception of pre-kindergarten. Pre-K only has guidelines. In order for all students to succeed data will be collected every three weeks from benchmark assessments and 6 weeks exams. Student writing samples, homework, and tests will also be a form of data collection.

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

Teachers will be responsible for collecting and inputting data. The assistant principal will be responsible for collecting six weeks exams and analyzing data. In year 3 a position will be made available for a Dean of Curriculum/Data Collection Specialists.

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

Teachers will be responsible for collecting assessment data. In year 3, the Dean of Curriculum/Data Collection Specialists will provide support in this area.

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.*

Building and Growing Together Academy will use assessments that will monitor students on a consistent basis.

At Building and Growing Together Academy, the principal , assistant principal, ad grade level chairpersons will work together to ensure all assessment goals are met. Pre-K through 2nd grade will have assessments to prepare them for upper grade levels. 3rd grade and up will have assessments that will prepare them for the STAAR Exam. The STAAR Exam will be at the top of the completion pyramid at Building and Growing Together Academy, but every grade level will build on to the next adding on to the child's foundation in order to ensure success during the STAAR Exam. The TEKS and the assessments will be the same, but every teacher will have the freedom to choose how to present the lessons to ensure student learning. Pre-K guidelines will be used for Pre-K 3 and Pre-K 4. Pre-K teachers will also have the freedom to teach as long as students are learning and achieving goals. The Montessori curriculum and the OWL curriculum will be made available for pre-k teachers. The Montessori curriculum will not be mandatory, but will be highly recommended for pre-k teachers.

All teachers will have the freedom to teach as long as students are learning and achieving goals.

**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.*

Assessments will be reviewed and analyzed every 6 weeks during staff meetings. Teachers will collaborate with one another and provide ideas and methods which work in the classroom.

Building and Growing Together Academy believes reading is the root to success in all subjects. Students must know how to read in all subject areas in order to fully understand the concept being taught. Drop Everything And Read (DEAR) time will be implemented in every grade level for 20 minutes at the end of each day.

A Reading committee will also be formed to offer incentives to encourage students to read. Students who choose to read throughout the school year will be rewarded every 6 weeks. Each reward will be different and students will have to provide documentation and parents will have to sign to show proof that students are reading.

As a team, the staff will analyze the overall data at the end of the school year to help better serve students for the next school year. The data will show students strengths and weaknesses. It will also show which teachers are most successful in teaching each subject area.



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.

COMMUNITY- Public Meetings and Outreach

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

12/04/2016  
1:30 PM

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

Lighthouse Baptist Church  
9707 N. Wayside Dr.  
Houston, TX 77078

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

There were 7 in attendance for the meeting



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

Houston Chronicle

**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.**

Building and Growing Together Community Development posted an ad in the Houston Chronicle to notify the public of the proposed school. The school board was also called and notified about the meeting. The neighborhood community was the primary target to be notified for the proposed school.

**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.**

Agenda

1. Self - Introduction
  - a. Name
  - b. Proposed school name
  - c. Targeted Community/Serving population
  - d. Application Process
2. Discuss Opportunities
3. Introduce Board
4. Community Involvement
5. Community Outreach Development
6. Questions and Answers
7. Closing

Meeting notes:

An Informational Meeting was held on Sunday, December 4, 2016 at 1:30 p.m. at the Lighthouse Missionary Baptist Church, located 9707 N. Wayside Dr., Houston, Texas 77078-2120. There are seven members in attendance.

After words of encouragement and remarks Fred C. Holliday turned the meeting over to Josalyn Holiday, who Reverend Fred Holliday says has all the credentials and expertise to the handling of the task. Reverend Fred Holliday stated that Josalyn Holiday would be the leader of this school.

Josalyn Holiday introduced herself to the Board Members and the public. She explained the purpose of the meeting. She informed the Board Members that Fred Holliday was interested in introducing a school for the community. She stated that she did the research and attended a meeting in Austin, Texas to see what was needed to establish a school in the area.

She stated she returned to Houston ready to get started. The proposed name will be Building and Growing Together Academy, located at 9707 N. Wayside Drive, Houston, Texas. The targeted communities will be North Forest, Aldine, Houston Independent School, Varnett, Rhodes and KIPP districts. She stated the Application Process was nearly completed and will be hand-delivered on tomorrow, Monday, December 5, 2016 in person by Ana Leal. She will drive to Austin, Texas to make sure that it is received and return with a receipt from TEA.

Ms. Holiday stated that this school will have many opportunities for the students to grow and mature. She stated the school will include: Pre-K 3 to 5th Grade. She informed the public that the first year grades would include Pre-K-3 to 3rd grade; the second, the 4th grade will be added; and the third the 5th grade will be added. Pre-K 3 and Pre-K 4 will only go ½ days, unless approved for full days; kindergarten-up will go full days. Ms. Holiday stated the school will have a Dual Language Program as well.

Ms. Holiday stated she hopes to get the community involved in many projects and opportunities.

She then introduced the Board Members. There were five Board Members present

COMMITTEE - PUBLIC MEETINGS AND PARTICIPATION  
Narrative Page

She then asked for questions and/or remarks. Several questions were asked and comments were given.

**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.***

Phone calls were made and an ad was placed in the Houston Chronicle to notify individuals about the meeting.

The weather was very bad and cold. Constant rain and windy weather were the result of poor attendance.

COMMUNITY HEALTH SERVICES AND PUBLIC HEALTH

Narrative Page

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).

**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.

**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).

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

Building and Growing Together Academy will pay lease to Lighthouse Baptist Church for the use of their space. Monthly payments will be made, but a definite leasing fee has not been discussed at this time. Lighthouse Baptist Church is willing to work around the schools budget in order to accommodate all staff and students.

**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).

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

The facility is located in a rural area near apartments, the YMCA, and a neighborhood filled with children. Our vision is to promote, inspire, and execute high standards. It is also to provide essentials for parents and students. Building and Growin Together Academy will be a neighborhood school servicing the community and fulfilling the needs of the neighborhood. Many students will be bused to the school, but the facility is located in an area near many homes and apartment complexes. Building and Growing Together Academy will create an atmosphere of love, safety, and security.

Building and Growing Together Academy will be a resource for parents and guardians in which they will learn how to be better parents and successful adults.

The school building will be built next to Lighthouse Baptist Church. The willingness and eagerness of the church's ability to accommodate Building and Growing Together Academy shows strength, kindness, and a great partnership in the near future.. Construction and renovations will take place one year prior to the opening of Building and Growing Together Academy. Ramps and rails will be installed as a part of the construction in order to comply with Americans with Disabilities Act (ADA).

Narrative Page

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?

[Empty text box for providing name and company]

IV. 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.

Lighthouse Baptist Church fellowship hall will also serve s the school cafeteria. The church will use the fellowship hall on Sundays and Building and Growing Together Academy will use the cafeteria Monday through Friday.



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.**

The facility is located in a rural area near apartments, the YMCA, and a neighborhood filled with children. Our vision is to promote, inspire, and execute high standards. It is also to provide essentials for parents and students. Building and Growin Together Academy will be a neighborhood school servicing the community and fulfilling the needs of the neighborhood. Many students will be bused to the school, but the facility is located in an area near many homes and apartment complexes. Building and Growing Together Academy will create an atmosphere of love, safety, and security.

Building and Growing Together Academy will be a resource for parents and guardians in which they will learn how to be better parents and successful adults.

The school building will be built next to Lighthouse Baptist Church. The willingness and eagerness of the church's ability to accommodate Building and Growing Together Academy shows strength, kindness, and a great partnership in the near future. Construction and renovations will take place one year prior to the opening of Building and Growing Together Academy. Ramps and rails will be installed as a part of the construction in order to comply with Americans with Disabilities Act (ADA).

**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.**

Building and Growing Together Academy will lease from Lighthouse Baptist Church. Lighthouse Baptist Church agreed to build a charter school.

The school will be built one year prior to the opening of Building and Growing Together Academy. The proposed charter will pay a monthly lease, which the amount will be discussed and the church will work around the schools budget. The church (owners) will be responsible for all renovations and only a leasing amount will be charged to Building and Growing Together Academy.

Building and Growing Together Academy will make sure the facility is in compliance with the Title III (Public Accommodations) in the Americans with Disabilities Act (ADA).

Narrative Page



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?



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.**

A bus will be provided for students that live within the geographic area. Students that live less than 2 miles from Building and Growing Academy will be walkers or car riders. The bus will begin picking up students at 6:15 AM and will deliver students to school in an ample amount of time to eat breakfast before class begins.

Students who ride the bus home in the afternoon will arrive between 4:00 PM and 5:00 PM daily.

In compliance with CFR §300.349(c)(16) of the Individuals with Disabilities Act (IDEA) regulations, students with an IEP will receive special transportation services. A special bus will be provided for students with an IEP. A wheelchair ramp, seat belts, and an extra paraprofessional will be on the bus to help assist students with a disability.

Our secretary will work with families who qualify and arrangements will be made on an individual basis.

Narrative Page

<b>I. Admission Period:</b> <i>Include start date/end dates</i>	Jan 8, 2018	to	May 7, 2018
<b>II. Date of Lottery (if needed):</b>			
May 25, 2018			
<b>III. Will the lottery process have exempted classes of students?</b> <span style="float: right;">Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></span>			
<i>Choose all that apply</i>			
<input checked="" type="checkbox"/> Returning Students			
<input checked="" type="checkbox"/> Siblings of Enrolled Students			
<input checked="" type="checkbox"/> Children of Founders & Staff			
<input type="checkbox"/> Other <input style="width: 500px; height: 20px;" type="text"/>			
<b>IV. If there are exempted classes, what is the anticipated percentage of exempt students for Year 1?</b> <input style="width: 100px;" type="text"/>			



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

**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).

**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.**

There will be 2 lotteries if necessary. One lottery will be for the kindergarten dual language program. Only 20 students will be accepted into this program, which will be by lottery only. Parents will be notified within 2 weeks after the lottery is conducted to inform them if students will be accepted in the regular or dual language kindergarten class in year 1. Once a student is accepted into the dual language program, he or she will have an opportunity to remain in the program as long as they are a student at Building and Growing Together Academy.

A separate lottery will be conducted for all grade levels if applications exceed the limit during open enrollment (January 8, 2017 - May 7, 2017). A lottery will be held only if needed. The lottery will be open to the public. All applicants which apply during open enrollment will have an equal opportunity as long as the enrollment application is submitted on time. Results of the lottery will be mailed and emailed within 2 weeks of the lottery date.

There will be no discrimination and students will not be denied due to language barriers or disabilities.

The lottery application will only consist of student's name, grade, parent's address, phone number, and email address. If a lottery is necessary, students that are not selected will be placed on a waiting list.

**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.**

Building and Growing Together Academy will provide exclusion of a student who has documented history of a criminal offense or juvenile adjudication.

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

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

The Superintendent/principal will be responsible for planning and recruitment activities.

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

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.

**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**

According to the demographic profile most students are economically disadvantaged and at-risk students, which means Building and Growing Together Academy will serve the same high numbered economically disadvantaged and at-risk students.

It is Building and Growing Together Academy's goal to help parents become more economically advantaged by providing the resources they need to become successful parents as well as their children becoming better people. Building and Growing Together Academy will provide parent surveys in order to receive an idea of what parents needs are. Building and Growing Together Academy will also conduct family nights, parent meetings, host health and job fairs for parents. If parents become more economically advantaged, students will not be at-risk.

There was (1) open enrollment charter school located less then one-mile away from the proposed location of Building and Growing Together Academy. The site is now closed due to low performance and inconsistency. The students in the area are now forced to attend traditional schools with over crowded classrooms.

Building and Growing Together Academy will have a student/teacher ratio created to meet the needs of the students and also help teachers become more effective. The need for Building and Growing Together Academy is in high demand to help accommodate and build up students who attended the charter which closed down. Building and Growing Together Academy is committed to helping the community and also making sure all students are successful by creating a solid learning foundation.

**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**

Building and Growing Together Academy will build partnerships with community partners, deliver flyers to neighborhood homes, create a website for updated information, place ads in newspapers for marketing purposes and also host monthly neighborhood events in order to get the community more involved with school events.

Job and health fairs will benefit parents by inviting local employers to come and recruit employees. The health fair will educate parents on benefits that are available to their families and also provide health checks.

School carnivals will be one school event for the entire family. It will be beneficial to students, because they will be able to interact with their teachers and peers outside of a classroom setting.

Monthly parent meetings will be beneficial to the parent and the students. If a parent attends monthly trainings to help become a better parent, students have an opportunity to become better students.

The main purpose of recruitment strategies are to build relationships and partnerships with staff, parents, students, and stakeholders. Building and Growing Together Academy has a desire to build a family environment filled with love and care. If parents and students feel loved, they may become more involved.

**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**

Building and Growing Together Academy is sure to meet enrollment numbers that are expected. Recruitment strategies will be implemented to ensure Building and Growing Together Academy becomes a well-known school with a high academic rating

STUDENTS – Recruitment

NARRATIVE

I. Anticipated Date of Opening:

Aug 20, 2018



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

II. Total Number of Instructional Minutes in the School Year:

75,600

III. Start/Dismissal Times:

PreK 7:30 to 2:30

K-5 7:30 to 2:30

6-8 N/A to N/A

9-12 N/A to N/A

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

Pre K 6.1

Kindergarten 7.5

1st Grade 7.5

2nd Grade 7.5

3rd Grade 7.5

4th Grade 7.5

5th Grade 7.5

6th Grade

7th Grade

8th Grade

9th Grade

10th Grade

11th Grade

12th 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.**

Breakfast will be served for all students Kindergarten through 5th grade from 6:50 AM - 7:30 AM. Pre-kindergarten (3) and Pre-kindergarten (4) will eat breakfast from 7:30 AM - 7:50 AM as a class. Instructional time will begin at 7:55 AM for Pre-kindergarten (3) and (4). Instructional time will begin at 7:30 AM for Kindergarten through 5th grad. Students will learn Math, Reading, Language, Science, Social Studies, and Writing daily. Fine arts, health, and safety will be taught weekly. Students will also have PE 2 times per week for 30 minutes and recess will be 3 times per week for 30 minutes. The dual language program will follow the same schedule, but will be taught in English and Spanish.

Building and Growing Together Academy will work together as a team. The proposed school will provide 75,600 minutes of instructional time in order to follow pursuant section 25.081 of the Texas Education Code. 75,600 is equal to 168 instructional days. Teachers will develop a 7.5 hour daily schedule. There will also be a 30 minute duty free lunch for teachers. Paraprofessionals and administration will monitor students during student's lunch time. Teachers will create his or her own schedule in order to reflect the school's motto, mission, and vision statement.

Year 1 teachers will attend a 10 day staff development prior to the beginning of the school year to ensure everyone fully understands the expectations of Building and Growing Together Academy. 168 instructional days will provide for student learning. There will also be teacher/staff developments throughout the school year to benefit student learning as well.

Extended days will be offered at the beginning of the 2nd 6 weeks to help students understand all objectives.



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**

**II. Number of Certified Bilingual/ESL Teachers anticipated in Year 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).**

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

The CEO/Superintendent will plan recruitment strategies. By year 3 the CEO/Superintendent will train other individuals to help with recruitment.



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**

Josalyn Holiday is the CEO/Superintendent of Building and Growing Together Academy. She along with board members will select administration. Josalyn Holiday will also serve as Principal for year 1 and year 2. Year 3 Josalyn Holiday will only serve as CEO/Superintendent.

Individuals that choose to apply will fill out an application, send transcript(s), certification(s), and references by a designated deadline. After the administration is selected, Josalyn Holiday along with hired administrators will begin interviewing for all positions. In order to be considered for positions individuals must submit an application, transcript(s), certification(s), and references by a specific deadline. Applications will be screened and prospective candidates will then be called in for an interview. References will be called before the interview. Potential candidates could be hired on the spot and others may be contacted at a later date. Presenting lessons and role playing could also play a part in the hiring process.

Some applicants may be called for a 2nd interview and others may be called for a phone interview.

Potential teachers may be asked how to differentiate lessons or how to present lessons that students are struggling with. Paraprofessionals may be asked how will they assist teachers or how will they be an asset to Building and Growing Academy. Building and Growing Together Academy is only interested in hiring individuals that are child-centered, student focused, and ready to motivate our students.

It is Building and Growing Together Academy's goal to hire a group of qualified individuals who are capable of meeting the needs of all students. We plan to hire a diverse group of individuals with many years of experience as well as no years of experience.

We will begin recruiting, interviewing, and hiring in November 2017 until all positions are filled.

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

The CEO/Superintendent will provide staff development for staff. Experts from different areas will be recruited to educate the staff on topics such as: classroom management, lesson planning techniques, behavior management, teaching the whole child, differentiating instruction techniques, and much more.

**II. Will the applicant require any professional development prior to the start of the school year?**

Yes  No

*If yes, briefly explain.*

All employees will attend a 10 day training in order to receive all expectations, handbooks, and trainings to have a successful classroom so everyone will be on one accord the entire school year. Building and Growing Together teachers will be successful in the classroom. Successful teachers will develop successful students.

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

Teachers will have one 45 minute evaluation per year. Teachers will also have 3-5 walk throughs each year.

**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**

The 10 day training prior to the beginning of the school year will prepare teachers and also provide expectations from the administration.

Beginning in October there will be one staff development per month to build on to the knowledge gained from the 10 day training and also help teachers reflect on how he or she can improve.

Staff meetings will be conducted by the principal and assistant principal twice per month for 1 hour to analyze data, collaborate, and reflect.

Harry Wong is an educator, motivational speaker, and author. He wrote a book on how to be an effective teacher. His book will be part of our staff development and also a book study to help teachers become successful teachers. Wong states, "What the teacher knows and can do is the most significant fact in student achievement." In order for the students to be successful at Building and Growing Together Academy, the teachers must be educated first.

Grade level meetings will be twice per month on the opposite week of staff meetings. Teachers will have an opportunity to meet with their grade level to plan and communicate ideas to help students succeed.

Grade level chairpersons will meet once per month beginning in October in order to express concerns and provide suggestions on how one grade can help the other grade level teachers succeed in teaching.

In year 1 the CEO/Superintendent will manage the professional development and also recruit others to come and share their expertise. Teachers will also be encouraged to share lessons that are working in their classroom.

These professional development and staff meetings are designed to encourage teamwork. Staff members need to help build one another up, which will reflect on student's learning.

**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**

The calendar is designed or teachers to have ample amount of teaching time, collaborating time with their peers, and it also leaves time for teachers to spend time with their families. Teachers' staff development leads to successful students.

Teachers will create their own daily schedule in order to develop good time management skills. Teachers will be required to make sure all subjects are taught and ample amount of time is given to check for student understanding.



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:**

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

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

**IV. Do any current board members intend to apply for an employed position with the charter?** Yes  No   
*If yes, briefly explain.*

**fyi** 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.

**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**

Josalyn Holiday will serve as CEO/Superintendent. She is a 13 year veteran school teacher. She has a bachelors in Elementary education specializing in Early childhood. She has a masters in Education Administration and April 2017 she will have a doctorate in higher education. Josalyn is also ESL and Montessori certified. She will work closely with 6 board members to make sure Building and Growing Together Academy is teaching all students to his or her highest potential and also achieving all goals.

Fred C. Holliday is the CEO of the sponsoring entity. He is the great-uncle of Josalyn Holiday. The proposed school is aware of the Texas Nepotism Law and great-uncle does not appear under the nepotism restrictions; however Building and Growing Together Academy is prepared to make changes if this is a conflict. Fred C. Holliday has never served on a charter school board, but he is an advocate for the community and has identified the need for improvement in the community. He knows he children need a positive atmosphere, which is why he developed the Building ad Growing Together Community Development 501 (c)(3). His goal is to create a foundation for children in the community and to build up the community by becoming more involved and interact with stakeholders to build up the community.

Ana Leal is an educator and has been for many years. She has a masters in Education Administration. Ana has experience in Montessori, Pre-Kindergaren, and 3rd grade. Her goal is to impact as many lives as possible. She works well with orders and her positive spirit will add to the board. Ana will be a non-voting member of Building and Growing Together Academy since she will be applying for a position and her non-voting stance will create an odd number for voting.

Annetta Stoneham brings a lot of educational experience to the school board. She has been in education for over 40 years serving as a teacher, administrator, team leader, mentor, and coach. She believes in putting children first, because they are our future. Annetta Stoneham has conducted many staff developments and will bring many bright ideas to the school board of Building and Growing Together Academy.

Yvonne Gibbs worked in a private school many years ago. She demonstrates the value of teamwork and she will bring a positive attitude to the board. Her love and concern for children will also benefit the school board of Building and Growing Together Academy.

Priscilla Wilson has been in education for 34 years. She has served as an administrator, facilitator, and associate teacher. Her main goal is to help make a difference in a child's life. Priscilla has grant writing skills and organizational skills. Her experience and capability to communicate effectively with parents will bring a positive aspect to the board.

Gregory McFarland is a family man. His concern for the whole family will help the board greatly. He knows the laws of charter schools and is aware of community involvement.

Each board member has a unique personality and each individual has the students at interest. Board members will make sure Building and Growing Together Academy remains and target, accomplish goals, reach out to the communiy, and also build partnerships with stakeholders. The six board members were selected because they all believe children can learn, they are all dedicated individuals, and they all have experience and knowledge of the school governance.

The board will:

- a) Discuss and vote on policies
- b) Review financial reports
- c) View and analyze data to make sure goals are being met
- d) Develop and recommend resources for families

During the first official school board meeting officers will be elected to govern the school board. The board will have a Presiden, Vice-President, Secretary, Treasurer, and community involvement designer.

GOVERNANCE – Board of Directors

Narrative Page



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.

FINANCIAL INFORMATION - Start-Up Year Expenses

I. What are the expected *personnel costs* for the start-up year zero? 85,000

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? 121,000

IV. What are the expected *facility operation and maintenance costs* for the start-up year zero? 0

V. State the fiscal year end-date for the Sponsoring Entity. *mm/dd* 2,018

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.

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**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.*

Prior to the first day of serving students there are many expenses that will incur. Recruitment, legal, training costs, furniture, fixtures, and curriculum are all start-up expenses. Building and Growing Together Academy will partner with businesses for donations and payment plans. The proposed school will also write grants for some start-up expenses such as: classroom computers, student desk, and chairs.

Fundraising activities will begin as soon as the school is awarded a charter to ensure all expenses are taken care of before the beginning of the school year.

Buses also must be secured for student transportation prior to the beginning of the school year. The purchase of used school buses and special needs buses has been calculated to \$35,000.00. This amount is negotiable, but the actual cost will be determined at the point of purchase.

Building and Growing Together will be searching for business partners to donate incentives for the Reading program, perfect attendance, and honor roll. Gift cards, bicycles, and candy baskets are few items that could be donated by business partners.

**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.*

Building and Growing Together Academy has designated numerous fundraiser activities to help off-set expenses. After the proposed school is awarded, Building and Growing Together Academy will immediately begin fundraisers on the assumed property in order to get the community involved before the opening of the school.



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...*

*How many donors reflect this amount?*

II. What is the cumulative amount of donations received with a FIRM COMMITMENT ? *If any...*

*How many donors reflect this amount?*

III. What is the cumulative amount of all other donations ANTICIPATED? *If any...*

*How many donors reflect this amount?*

IV. What is the cumulative amount of donations CONTINGENT UPON CHARTER ? *If any...*

*How many donors reflect this amount?*



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.*

Fundraising activities will be the primary source of funding for Building and Growing Together Academy.

The sponsoring entity currently banks with Wells Fargo and the school is prepared to use a line of credit if needed to meet any short term financial goals. The line of credit will only be used as a last result.

Priscilla Wilson, a school board member, has experience in grant writing and will begin grant submissions for short term and long term goals at Building and Growing Together Academy.

**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.*

If the anticipated revenues are not received or are lower than the estimated budget, Building and Growing Together Academy is prepared to do the following:

- 1) Only purchase essential needed items for the first five years
- 2) Decrease the number of employees
- 3) Some employees may be required to have more than one job title.
- 4) Provide incentives to increase student attendance.
- 5) Continue researching and writing available grants
- 6) Partner with more business partners for contributions
- 7) use a line of credit

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

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

Building and Growing Together Academy will not enter into a contract with CMO.

**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.

**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.

FINANCIAL INFORMATION—Contracted Services

**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.***

Food Service Providers will be contracted through the school. The providers will meet all USDA requirements concerning a school setting. The provider will have a sales tracking for free and reduced breakfast and lunch. The provider will also serve nutritious meals which will provide healthy well balanced meals at a reasonable price.

Our goal is to have an even balance between federal funding and students on free, reduced and paid students.

Legal - The consultant will be familiar with charter school laws and guidelines. The experience is required to be a legal counsel. The counsel will be a licensed attorney in the state of Texas. Attorney fees will be based on an hourly fee. Hourly attorney fees in larger cities range from \$200 - \$400 per hour.

Diagnosticians, Speech pathologists, Occupational Therapists, and Physical Therapists are all a part of special education services. Each individual must have certifications and license in his or her specialization in order to serve at Building and Growing Together Academy. School experience will also be required.

All contracted individuals will be independent contractors and not employees of Building and Growing Together Academy.

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 other states in which the applicant currently operates, or has in the past operated a Charter School(s).  
 Include the years each school was opened.

N/A

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

Elementary School  Middle School  High School

IV. All other 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.

N/A

V. Applicant currently has a pending charter school application in another states. Yes  No   
 If yes, list all states

N/A

**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 and 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.

**NARRATIVE (1)** - Provide an overview for the *out-of-state* organizations' overall 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

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.

N/A

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.

OUT-OF-STATE ORGANIZATION – National Portfolio

**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.

N/A



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.



GENERATION TWENTY-TWO

Open-Enrollment  
**CHARTER APPLICATION**

FOR SCHOOLS TO OPEN SCHOOL YEAR 2018-19

Attachments Section

SUBCHAPTER D  
SAS 556 17  
RFA 701 16 106

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](mailto: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: Building and Learning Together Academy  
Sponsoring Entity Name as reflected on the 501(c)(3): Building and Learning Together Academy  
Application Contact Name: Josalyn Holiday  
Title/Role: Director  
Email: [REDACTED] Phone: 713-635-7637  
Board Member Attending: Ana Leal  
Board Member Attending: Josalyn Holiday  
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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Submit the completed form at least 24 hours prior to the session indicated above to [charterapplication@tea.texas.gov](mailto: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](mailto:john.garland@tea.texas.gov).

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:

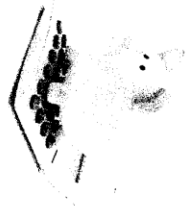
- the proposed school/campus name;
- the sponsoring entity name;
- date, time, and place of meeting; and
- the names of all sponsoring entity board members.

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 de minimus distribution.
- Any application that only provides evidence of publication in electronic media will be deemed ineligible.

More than \$250 in coupons inside  
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# HOUSTON CHRONICLE

December 4, 2016 | Houston Chronicle.com and Chron.com | Vol. 116, No. 51 | \$4.00 \*\*\*

Storms, High Oil, Low

**BUILDING AND GROWING TOGETHER DEVELOPMENT COMMUNITY**  
Will host a meeting open to the public:  
Sunday, Dec. 4, 2016 at 1:30 PM at  
**LIGHTHOUSE BAPTIST CHURCH**  
8707 N. Woodside Dr., Houston, TX 77078  
concerning a possible charter school opening (Building & Growing Together Academy) for Pre-K through 5th grade. Spoken word only. Board members: Rev. Fred C. Huddle, Prescilla Wilson, Amanda Stephens, Gregory McFarland, Ann Cain, and Warren Gibson.  
Any questions call 713-633-2547

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# *Building and Growing Together Academy*

9707 N. Wayside Dr.  
Houston, Texas 77078

## INFORMATIONAL MEETING – LIGHTHOUSE BAPTIST CHURCH

December 4, 2016  
1:30 PM

Objective: To introduce program ideas and develop partnerships with the community to improve education in the surrounding community

Facilitator: Josalyn Holiday

Sponsoring Entity - Building and Growing Together Community Development Corporation

### Agenda

1. Self - Introduction
  - a. Name
  - b. Proposed school name
  - c. Targeted Community/Serving population
  - d. Application Process
2. Discuss Opportunities
3. Introduce Board
4. Community Involvement
5. Community Outreach Development
6. Questions and Answers
7. Closing

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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Total Postage and Fees	\$6.47	12/02/2016

Sent To: *Mr. John Fowler*  
 Street and Apt. No., or PO Box No. *1822 Robert E Lee Rd*  
 City, State, ZIP+4® *Houston, TX 77044-2411*

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Certified Mail Fee	\$3.30	0043
Extra Services & Fees (check box, add fee as appropriate)	\$2.70	12
<input type="checkbox"/> Return Receipt (hardcopy)	\$2.00	
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Postage	\$0.47	
Total Postage and Fees	\$6.47	12/02/2016

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 HOUSTON, TX 77035

Certified Mail Fee	\$3.30	0043
Extra Services & Fees (check box, add fee as appropriate)	\$2.70	12
<input type="checkbox"/> Return Receipt (hardcopy)	\$2.00	
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<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.47	
Total Postage and Fees	\$6.47	12/02/2016

Sent To: *Dr. Matthew Plummer*  
 Street and Apt. No., or PO Box No. *5025 South Willow Dr*  
 City, State, ZIP+4® *Houston, Texas 77035-4804*

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 HOUSTON, TX 77044

Certified Mail Fee	\$3.30	0043
Extra Services & Fees (check box, add fee as appropriate)	\$2.70	12
<input type="checkbox"/> Return Receipt (hardcopy)	\$2.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
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<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.47	
Total Postage and Fees	\$6.47	12/02/2016

Sent To: *Rep. Alma Allen*  
 Street and Apt. No., or PO Box No. *10101 Fondren Rd, Ste 500*  
 City, State, ZIP+4® *Houston, TX 77096-5143*

7016 0910 0001 2409 8318

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HUMBLE, TX 77338

Certified Mail Fee	\$3.30	0043
Extra Services & Fees (check box, add fee as appropriate)	\$2.70	12
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
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<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.47	
Total Postage and Fees	\$6.47	12/02/2016

Sent To: Mr. Robert Sifton  
 Street and Apt. No., or PO Box No.: 26200 Eastway Village Dr  
 City, State, ZIP+4: Humble, TX 77338-2405

PS Form 3800, April 2015 PSN 7530-02-000-907 See Reverse for Instructions

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HOUSTON, TX 77092

Certified Mail Fee	\$3.30	0043
Extra Services & Fees (check box, add fee as appropriate)	\$2.70	12
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.47	
Total Postage and Fees	\$6.47	12/02/2016

Sent To: Mr. Manuel Rodriguez, Jr.  
 Street and Apt. No., or PO Box No.: 4400 W. 18th St.  
 City, State, ZIP+4: Houston, TX 77092-8501

PS Form 3800, April 2015 PSN 7530-02-000-907 See Reverse for Instructions

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Extra Services & Fees (check box, add fee as appropriate)	\$2.70	12
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<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.47	
Total Postage and Fees	\$6.47	12/02/2016

Sent To: DR. KING DAVIS  
 Street and Apt. No., or PO Box No.: 1411 C.E. King Rkwy  
 City, State, ZIP+4: HOUSTON, TEXAS 77044-2002

PS Form 3800, April 2015 PSN 7530-02-000-907 See Reverse for Instructions

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 its secondary boundary. *Do not list the charter schools located within the designated geographic boundary.*

Attachment A4 – Geographic Attendance Boundary

The proposed school's primary attendance boundary in alphabetical order:

Aldine ISD

Houston ISD

Humble ISD

Sheldon ISD

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 A5– Teacher-Student Ratio

The Teacher to student ratio to be maintained:

Pre-kindergarten (3) – 1:15

Pre-kindergarten (4) – 1:20

Kindergarten through 3<sup>rd</sup> - 1:22

4<sup>th</sup> grade (Year 2) – 1:22

5<sup>th</sup> grade (Year 3) – 1:22

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.

# CURRICULUM SCOPE & SEQUENCE

Charter Name:

Building Growing Together Academy

Subject/Course Title:

Math

Grade Level:

3rd

Prepared By:

Josalyn Holiday

## Student Expectations/Learning Outcomes

Describe what the student should be able to know and do by the end of the unit

Students will learn how to add 2-digit numbers using manipulatives. Students will know the purpose of adding 2 digit numbers.

## 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.

Students will need to know how to add 1 digit numbers before this lesson can be presented. Addition of simple numbers has to be learned prior to adding 2 digit numbers.

## Guiding Questions

Include open-ended, succinct, challenging questions that will guide development of this unit.

Why is it wrong to write 14 in the ones place? When do we regroup in two digit addition? Why is it important to line up the digits when we adding?

## Texas Essential Knowledge & Skills Alignment

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.

3.3 A.1 K-Addition facts  
3.3 A.3 S-Model addition using pictures  
3.3 A.4 S-Model addition using words  
3.3 A.5 S-Model addition using numbers

## Materials & Resources

Identify the materials and resources that will be required for this unit. Indicate who will be providing them.

Pearson 2.OA.C.3 Topic 5 will be used to demonstrate this lesson. Manipulatives unit cubes, and beads will also be used to teach this lesson.

## Review

If a unit review will be provided, please describe the format and nature of the review.

A unit review will not be provided for this lesson

## Next Steps

Identify how you will ensure the continuous and cumulative growth of the scope of the curriculum and of the students who will participate in your curriculum

Students will continue digit addition through pictures, word problems, and lining numbers throughout the school year in order to be reminded of the process of addition. When 2 digit subtraction is introduced students will continue addition by checking their work.

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# CURRICULUM SCOPE & SEQUENCE

Charter Name:

Subject/Course Title:

Grade Level:

Prepared By:

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 each 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)- <i>Instructional Strategies</i>	Students work together fluently using math vocabulary
LESSON ONE (1)- <i>Student Activities</i>	Students work in math stations and small groups
LESSON ONE (1)- <i>Student Assessments</i>	Students will have a math fact competition to show knowledge of skills
LESSON TWO (2)- <i>Instructional Strategies</i>	Students should have prior knowledge from 2nd grade TEKS and build on what they learn
LESSON TWO (2)- <i>Student Activities</i>	Students use manipulatives and base 10 blocks to create 2 digit numbers
LESSON TWO (2)- <i>Student Assessments</i>	Quiz (Minute Math) Students will have 1 minute to complete a math worksheet filled with 2 digit addition
LESSON THREE (3)- <i>Instructional Strategies</i>	Students will become teachers and teach each other the objective
LESSON THREE (3)- <i>Student Activities</i>	Students will use the dry erase board to demonstrate understanding by completing problems on the board
LESSON THREE (3)- <i>Student Assessments</i>	Benchmark Test

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.

## Attachment E2 – Admission and Enrollment Policy

Building and Growing Together Academy will begin open enrollment for the geographic area from January 8, 2018 through May 7, 2018. Parents will fill out information regarding students name, date of birth, age, family's contact information, student's social security card, birth certificate, school history (if attended other schools), proof of address, medical history, and shot records.

There will be 2 lotteries if necessary. One lottery will be for the kindergarten dual language program. Only 20 students will be accepted into this program, which will be by lottery only. Parents will be notified within 2 weeks after the lottery is conducted to inform them if students will be accepted in the regular or dual language kindergarten class in year 1. Once a student is accepted into the dual language program, he or she will have an opportunity to remain in the program if they are a student at Building and Growing Together Academy.

A separate lottery will be conducted for all grade levels if applications exceed the limit during open enrollment (January 8, 2017 - May 7, 2017). A lottery will be held only if needed. The lottery will be open to the public. All applicants which apply during open enrollment will have an equal opportunity if the enrollment application is submitted on time. Results of the lottery will be mailed and emailed within 2 weeks of the lottery date.

The lottery will be conducted if needed on May 25, 2018.

If a lottery is necessary students which are not selected will be placed on a waiting list until a space is available. Students who are selected that have siblings will automatically be accepted. Board members and staff member's children and grandchildren will be exempt from the lottery.

Students will remain on the waiting list until they are either selected to enroll or requested to be removed off the waiting list. If a student withdraws from the school, the parent must request in writing school records. There will be a 3 day turn-around for school records. If a student withdraws, he or she may return to Building and Growing Together Academy, but will be placed at the bottom of the waiting list.

Students may transfer only if space is available.

Building and Growing Together Academy will not discriminate "on the basis of sex, national origin, ethnicity, religion, disability, academic, artistic, or athletic ability, or the district the child would otherwise attend" in accordance with TEC §12.111(a)(5).

Building and Growing Together Academy will provide exclusion of a student who has documented history of a criminal offense or juvenile adjudication as listed in TEC § 12.111(a)(5)(A).

The enrollment will remain open as long as space is available.

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.

## Attachment E3 – Discipline Policy

The student code of conduct is for schools according to TEC §12.131. The student code of conduct provides information for managing student behaviors in the classroom and throughout the school building. Building and Growing Together Academy will provide a safe and secure environment for all staff and students.

Building and Growing Together Academy will reward good behavior and discipline misconduct. Students with good model classroom behavior will receive incentives throughout the school year. A behavior committee will be organized to implement and promote good behavior throughout the entire school. Some incentives may include: popsicles, popcorn parties, movie day at the end of the six weeks, party with the principal, etc. Students must have exemplary conduct to receive the rewards.

Building and Growing Together Academy believes in consistency. Policies that are implemented will be consistent. Harry Wong believes consistency is the key to success in the classroom.

Students who misbehave continuously will have consequences. Parents will be notified and will be required to attend conferences if misbehavior continues.

### **Code of Conduct**

The Code of Conduct will:

- Create a safe environment
- Teach respect for all
- Develop self-discipline techniques
- Create a positive atmosphere
- Provide clear expectations to staff, students, and parents
- Promote good behavior and give consequences to negative behavior

Discipline infractions will be classified into 3 categories: mild, moderate, and severe. The tables are listed below:

### **Minor**

Infraction	Consequence
Has more than 3 tardies	1 <sup>st</sup> – Remind student of misbehavior
Out of uniform	2 <sup>nd</sup> - Student writes and recites the school mission and vision statement
Disrupting the class	3 <sup>rd</sup> – Contact parents for a conference
Being a constant distraction to others	4 <sup>th</sup> – Visit the principal's office
Refuse to follow directions	

### Moderate

Infraction	Consequence

Continuously repeating minor infractions	1 <sup>st</sup> - Contact parents for a conference
Using foul language	2 <sup>nd</sup> - Contact parents for a conference with teacher and administrator
Being disrespectful to adults	3 <sup>rd</sup> - Parent must attend 2 monthly parent meetings and student has 1 day of in school suspension
Sagging pants	4 <sup>th</sup> - Parent must attend 2 more monthly parent meetings and student has 2 day at home suspension
Bringing toys, phones, or electronic devices to school	

**Major**

Infraction	Consequence
Fighting	1 <sup>st</sup> - 3 day out of school suspension
Stealing	2 <sup>nd</sup> - expulsion
Bullying	Bringing a weapon or drugs to school is an automatic expulsion
Hitting a teacher	
Destroying school property	

Teachers will have support from administration when behavior issues arise. The teacher will handle every issue first. If the issue cannot be resolved or is considered major the administrator will become involved. Documentation will be made and parents will be notified of student behavior. The teacher, administrators, and parents will work closely together to help get the student under control. Monthly parent meetings are not mandatory, but will be made available for all parents seeking guidance in parenting. If a student constantly misbehaves, parents will be required to attend monthly parent meetings.

In-school suspension will be located at Building and Growing Together Academy. Students who are sent to in-school suspension will remain in one classroom all day, eat lunch in the same classroom, and will not be allowed to socialize with others for the entire day.

Suspension is when a student cannot report to school for a specific amount of days. The teacher may or may not choose to send home with the students during the time of suspension. Parents have the right to appeal suspension and expulsion to the Superintendent and to the school board.

A parent must submit an appeal in writing to the school board. If an appeal is filed, the Superintendent and the school board will review all information. The decision of the school board will be final for a suspension and an expulsion.

Texas Education Code § 37.004. Placement of Students with Disabilities.

...

(b) Any disciplinary action regarding a student with a disability who receives special education services that would constitute a change in placement under federal law may be taken only after the student's admission, review, and dismissal committee conducts a manifestation determination review under 20 U.S.C. Section 1415(k)(4) and its subsequent amendments. Any disciplinary

action regarding the student shall be determined in accordance with federal law and regulations, including laws or regulations requiring the provision of:

- ...
- (4) the manifestation determination review.

Parents will be given a student handbook, which will pertain the student handbook. Parents must sign showing they have read and understand and policies and procedures of Building and Growing Together Academy.

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 84<sup>th</sup> 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 E4 – Gun-Free School Policy

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 brought 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.

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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.

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 F 1 – Start – Up Plan Narrative

Building and Growing Together Academy has been working diligently since September 19,2016 after attending the informational meeting.

Start-up Plan	Date
Informational Meeting	September 2016
Board Development	November 2016
Awareness Meeting	December 2016
Application Submission	December 2016
IRS contacted for 501 (c)(3)	December 2016
TEA Charter Interview	May 2017
Charter Awarded	June 2017
Awaiting Final award notice	September 2017
Begin applying for grants	September 2017
Begin fundraising projects	September 2017
Order furniture and begin payment plan	October 2017

Building and Growing Together Academy is aware of technology resources and is prepared to create and develop websites and place applications online. The web timeline is below:

Choose Web Designer	October 2017
Provide web designer with all information	December 2017
Finalize website	January 2018
Applications placed on website	January 2018
Place staff members on website	April 2018

**Admissions** will be handled the admission secretary. The admissions process will take time and order. The admissions timeline is below.

Flyers placed in mailboxes	November 2017
Newspaper announcement placed in newspaper	November 2017
Enrollment Begins	January 2018
Enrollment closed unless there are vacancies	May 2018
Lottery for Dual Language Program	May 25, 2018
Lottery (if needed)	May 25,2018
Notify Parents of admission	June 2018

**Fundraising** will benefit the growth of Building and Growing Together Academy. Fundraisers will be organized by board members and the CEO/superintendent as an ongoing financial development for Building and Growing Together Academy. The time line is listed below:

Grants Researched	September 2017
Candy Sale fundraiser begins	September 2017
Fall Festival	November 2017
Spring Fest Fundraiser	March 2018
Car wash and BBQ sale fundraiser	May 2018
Fundraisers	Ongoing

**Community** partners will play a major role in the development and growth and Building and Growing Development. Board members will recruit community partners and business partners. The timeline for developing business partners is listed below. It is also important to build partnerships with the neighborhood community. National neighbor night out is the first Tuesday in August. A national night out will be held at Building and Growing Development Academy on the first Tuesday in August 2018 in order for parents and students to get to know the staff and board members of Building and Growing Together Academy.

Recruit Business partners	September 2017
National Night Out	August 2018
Informational Meeting	August 2018
Parent Meetings	October 2018 – April 2019

**Policies** and Procedures will be developed by the CEO/Superintendent which will include student handbook and staff handbook. The board will review the policies and procedures before implantation. The timeline is listed below:

Policies and procedures developed	October 2017
Policies reviewed by the board	November 2017
Board feedback	December 2017
Policies and Procedures approved by the board	January 2018

**Student** recruitment is important to ensure enrollment numbers are high for the opening of Building and Growing Together Academy. The board, CEO/Superintendent, and volunteers will help with recruitment. The timeline is listed below:

Social Media Blast	September 2017
Flyers placed in mailboxes	November 2017
Newspaper announcement placed in newspaper	November 2017
Meet and Greet night	February 2018

**Staff** recruitment is a key factor in the success of Building and Growing Together Academy. It is important to hire professionals who are concerned about children of our future. The staff recruitment is listed below:

Hiring information place in newspaper	November 2018
---------------------------------------	---------------

Hiring information placed on website	January 2018
Hiring begins	January 2018
Teachers start	August 10, 2018
All staff begin	August 17, 2018

All members will sign an acknowledgement letter stating awareness of policies. Background checks will be conducted on all board members and staff members. The time line is listed below:

Background checks	Ongoing
Policies and Procedures Board Feedback	December 2017
Policies and Procedures Approved	January 2018

Financial audits will be conducted yearly and also unannounced to prevent fraud and theft prevention.

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.

**Special population**

Based on demographics Building and Growing Together Academy expects 5% special education and 30% speech therapy.

**Revenue Estimates**

Revenue estimates are based upon the student enrollment and percentage rate of attendance discussed above and have been calculated using the template provided by TEA. Building and Growing Together Academy estimated \$70 ADA. We were unsure how to calculate ADA, so we used a \$70 estimate. Each school had different ADA amounts, so we used a smaller number to prepare our budget and we know more information will be given after awarded. Revenue estimates are limited to state funding.

**Personnel**

Building and Growing Together Academy will have small class sizes to fully teach all students. The largest class will have 22 students, which will be kindergarten through 5<sup>th</sup> grade. The smallest class will be pre-k (3) with 15 students.

In year 1 some staff may be asked to commit to several duties. A physical education teacher is listed on the budget, but if the budget does not permit teachers will be asked to conduct PE instruction in the gym. Bus drivers are also listed in the budget, but paraprofessionals will have an opportunity to be bus drivers if they have CDL license. Double duties may be required for the start-up year, but in years to come staff will only hold one position.

**Contingency Plan**

If the anticipated revenues are not received or are lower than the estimated budget, Building and Growing Together Academy is prepared to do the following:

- 1) Only purchase essential needed items for the first five years
- 2) Decrease the number of employees
- 3) Some employees may be required to have more than one job title.
- 4) Provide incentives to increase student attendance.
- 5) Continue researching and writing available grants
- 6) Partner with more business partners for contributions
- 7) use a line of credit

## Attachment F2 – Budget Narrative

The budget provided in the workbook was prepared by Josalyn Holiday and Ana Leal. The budget was prepared to the best of both individuals knowledge and will be critiqued and modified during the planning year of Building and Growing Together Academy.

### **Revenue**

The source of revenue will be from grants. Building and Growing Together Academy does not have a designated grant source, but one of the board members are familiar with grants and knows how to research and write grants.

The organizational start-up budget will be fully determined and developed during the start-up year. Funds will be received and used for start-up activities that are identified in the start-up narrative plan.

### **Start-up Budget**

As a part of the start-up task list all student material and supplies, furnishing and fixtures, and student curriculum, will be obtained and encumbered during the start-up year. Building and Growing Together Academy will negotiate favorable payment terms with all vendors so all necessary materials and supplies will be in place before the start of the school year. If fundraising events are successful in the start-up year these dollars will be used to pay vendors in the start-up year.

Fundraising activities will be the primary source of funding for Building and Growing Together Academy.

The sponsoring entity currently banks with Wells Fargo and the school is prepared to use a line of credit if needed to meet any short term financial goals. The line of credit will only be used as a last result.

Priscilla Wilson, a school board member, has experience in grant writing and will begin grant submissions for short term and long term goals at Building and Growing Together Academy.

### **Assumptions**

Building and Growing Together Academy will only focus on one campus. 4<sup>th</sup> grade will be added in year 2. 5<sup>th</sup> grade will be added in year 3.

### **Enrollment and Attendance**

Building and Growing Together Academy anticipates 100% attendance, but we have followed TEA's recommendation of 85% attendance rate. In reality, we know all students will now have perfect attendance the entire year. The attendance committee will develop a plan to encourage attendance, but sickness is unpreventable at times.

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 cost pursuant to the requirements of the federal award.

## **Building and Growing Together Academy**

### **New Applicaton Budget(s) & Cash Flow(s) Template**

Lead Applicant Name:	Josalyn Holiday
Contact Email:	[REDACTED]
Contact Phone:	936-714-7966
Startup Fiscal Year End:	2018
Year One Fiscal Year End:	2018
Fiscal Year End Date:	August 31
Total School Year Minutes:	75,600

A	B	C	D	E
1	<b>Building and Growing Together Academy</b>			
3	<b>Estimate of State Aid Entitlement Input</b>	11/17/2016 22:16		
4		<b>Total - Per Grades - First Year</b>		
5	Pre-Kindergarten (Enter 1/2 of actual enrollment because you will only be funded for 1/2 day per child)	40.00		
6	Kindergarten	60.00		
7	1st Grade	60.00		
8	2nd Grade	60.00		
9	3rd Grade	60.00		
10	4th Grade	N/A		
11	5th Grade	N/A		
12	6th Grade	N/A		
13	7th Grade	N/A		
14	8th Grade	N/A		
15	9th Grade	N/A		
16	10th Grade	N/A		
17	11th Grade	N/A		
18	12th Grade	N/A		
19		<b>Total - All Grades</b>		
20	Total Number of Students Enrolled	280.0		
21	Total Number of High School Students Enrolled	-		
22	Percentage Rate of Attendance	85%		
24	<b>Special Education Data:</b>		<b>Extended Year Service</b>	
25	Number Enrolled in Homebound	-	-	
26	Number Enrolled in Hospital Class	-	-	
27	Number Enrolled in Speech Therapy	30.00	30.00	
28	Number Enrolled in Resource Room	-	-	
29	Number Enrolled in Self-Contained Mild/Mod/Sev	5.00	5.00	
30	Number Enrolled in Full-Time Early Childhood	5.00	5.00	
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	30.00	30.00	
36	<b>Career and Technology (C&amp;T) Data:</b>		<b>Advanced C&amp;T FTE</b>	
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	<b>Gifted and Talented Enrolled</b>			
44	Number of Pregnancy Related Students Enrolled	-		
45	Number Enrolled in Bilingual/ESL	50.00		
46	<b>Special Education Error Check</b>			
47	<b>Career and Technology Error Check</b>			
48	Available School Fund ADA	16,660.00		
49	Compensatory Education Enrollment	70.00		
50	Regular Program Transportation Allotment	20,000.00		
51	Special Education Program Transportation Allotment	15,000.00		
52	Career and Technology Program Transportation Allotment	N/A		
53	<b>Transportation Total</b>	<b>\$ 35,000</b>		
54				

**Building and Growing Together Academy  
ENROLLMENT and STUDENT POPULATION**

ENROLLMENT FISCAL YEAR END	Data for following fiscal years must be based on reasonable estimates and projections.				
	2018	2019	2020	2021	2022
Pre-Kindergarten (Enter 1/2 of actual enrollment because you will only be funded for 1/2 day per child)	40.00	40.00	40.00	50.00	50.00
Kindergarten	60.00	60.00	80.00	80.00	80.00
1st Grade	60.00	60.00	70.00	80.00	80.00
2nd Grade	60.00	60.00	70.00	80.00	80.00
3rd Grade	60.00	60.00	70.00	95.00	95.00
4th Grade	N/A	60.00	70.00	95.00	95.00
5th Grade	N/A	-	-	-	60.00
6th Grade	N/A	-	-	-	-
7th Grade	N/A	-	-	-	-
8th Grade	N/A	-	-	-	-
9th Grade	N/A	-	-	-	-
10th Grade	N/A	-	-	-	-
11th Grade	N/A	-	-	-	-
12th Grade	N/A	-	-	-	-
<b>Total Number of High School Students Enrolled</b>	-	-	-	-	-
<b>Total Number of All Students Enrolled (Average Membership)</b>	<b>280.00</b>	<b>340.00</b>	<b>400.00</b>	<b>480.00</b>	<b>540.00</b>
<b>Average Daily Attendance (ADA)</b>	<b>238.00</b>	<b>289.00</b>	<b>340.00</b>	<b>408.00</b>	<b>459.00</b>
<b>Average Daily Attendance %</b>	<b>85%</b>	<b>85%</b>	<b>85%</b>	<b>85%</b>	<b>85%</b>
<b>Percent change YOY</b>	<b>21%</b>	<b>18%</b>	<b>20%</b>	<b>13%</b>	

STUDENT POPULATION	Data for following fiscal years must be based on reasonable estimates and projections.									
	2018	EYS 2018	2019	EYS 2019	2020	EYS 2020	2021	EYS 2021	2022	EYS 2022
<b>Special Education Data:</b>										
Number Enrolled in Homebound	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Hospital Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Speech Therapy	30.00	30.00	30.00	10.00	50.00	10.00	75.00	10.00	75.00	10.00
Number Enrolled in Resource Room	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Self-Contained Mild/Mod/Sev	5.00	5.00	5.00	5.00	10.00	10.00	10.00	10.00	10.00	10.00
Number Enrolled in Full-Time Early Childhood	5.00	5.00	5.00	N/A	5.00	N/A	5.00	N/A	5.00	N/A
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	30.00	30.00	30.00	10.00	50.00	10.00	75.00	10.00	75.00	10.00
Number Enrolled in SPED	70.00	70.00	70.00	25.00	115.00	30.00	165.00	30.00	165.00	30.00
<b>Special Education Student Count %</b>	<b>25.00%</b>	<b>25.00%</b>	<b>25.50%</b>	<b>7.35%</b>	<b>28.75%</b>	<b>7.50%</b>	<b>34.38%</b>	<b>6.25%</b>	<b>30.56%</b>	<b>5.56%</b>
<b>Percent change YOY</b>			<b>0%</b>	<b>64%</b>	<b>64%</b>	<b>20%</b>	<b>43%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>Career and Technology (C&amp;T) Data:</b>										
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	-	-	-	-	-	-	-	-	-	-
<b>Career &amp; Technology Students Enrolled</b>										
<b>% of Career &amp; Technology Students</b>										
<b>Percent change YOY</b>			<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>

	Data for following fiscal years must be based on reasonable estimates and projections.				
	2018	2019	2020	2021	2022
<b>Number Gifted and Talented Students Enrolled</b>	-	18.00	36.00	54.00	72.00
<b>% of Gifted and Talented Students Enrolled</b>		<b>5.29%</b>	<b>9.00%</b>	<b>11.25%</b>	<b>13.33%</b>
<b>Number of Pregnancy Related Students</b>	-	-	-	-	-
<b>% of Pregnancy Related Students Enrolled</b>					
<b>Number of Students Enrolled in Bilingual/ESL</b>	50.00	75.00	100.00	125.00	150.00
<b>% of Students Enrolled in Bilingual/ESL</b>	<b>17.86%</b>	<b>22.06%</b>	<b>25.00%</b>	<b>26.04%</b>	<b>27.78%</b>
<b>Special Education Error Check</b>					
<b>Career and Technology Error Check</b>					
<b>Available School Fund ADA</b>	16,660.00	20,230.00	23,800.00	28,560.00	32,130.00
<b>Comensatory Education Enrollment</b>	70.00	70.00	80.00	85.00	90.00

Transportation	2018	2019	2020	2021	2022
	Regular Program Transportation Allotment	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	\$ 30,000.00
Special Education Program Transportation Allotment	\$ 15,000.00	\$ 20,000.00	\$ 20,000.00	\$ 25,000.00	\$ 25,000.00
Career and Technology Program Transportation Allotment	N/A	\$ -	\$ -	\$ -	\$ -
<b>Transportation Total</b>	<b>\$ 35,000.00</b>	<b>\$ 40,000.00</b>	<b>\$ 40,000.00</b>	<b>\$ 55,000.00</b>	<b>\$ 55,000.00</b>
<b>Percent change YOY</b>		<b>14%</b>	<b>0%</b>	<b>38%</b>	<b>0%</b>





**Building and Growing Together Academy**

**REVENUE AND EXPENSE ASSUMPTIONS**

2018      2019      2020      2021      2022      NOTES

**REVENUE**

TOTAL STATE REVENUES	2,126,029.77
TOTAL FEDERAL REVENUES	
TOTAL LOCAL & OTHER REVENUES	
TOTAL REVENUE	2,126,029.77

Enter the % increase below for which the amount entered in column F should increase each year. Consider using the % changes in Enrollment Tab

0.00%	0.00%	2.00%	0.00%	2.00%
0.00%	0.00%	2.00%	0.00%	2.00%
0.00%	0.00%	2.00%	0.00%	2.00%

**EXPENSES**

**PAYROLL TAXES AND BENEFITS**

Social Security  
 Medicare  
 State Unemployment  
 Worker's Compensation Insurance  
 Custom Other Tax #1  
 Custom Other Tax #2  
 Health Insurance  
 Dental Insurance  
 Vision Insurance  
 Life Insurance  
 Retirement Contribution  
 Custom Fringe #1  
 Custom Fringe #2

**TOTAL PAYROLL TAXES AND BENEFITS**

**TOTAL PERSONNEL, TAX & BENEFIT EXPENSES**

**CONTRACTED SERVICES**

Accounting / Audit  
 Legal  
 Management Company Fee  
 Nurse Services  
 Food Service / School Lunch  
 Payroll Services  
 Special Ed Services  
 Titlement Services (i.e. Title I)  
 Custom Contracted Services #1  
 Custom Contracted Services #2  
 Custom Contracted Services #3  
**TOTAL CONTRACTED SERVICES**

25,000
5,000
-
-
50,000
-
5,000
-
-
-
-
-
-

For each line item in the Payroll, Taxes & Benefits section enter the % of Total Payroll that line item should represent

6.00%	6.00%	6.00%	6.00%	6.00%
1.00%	1.00%	1.00%	1.00%	1.00%
0.00%	0.00%	0.00%	0.00%	0.00%
1.00%	1.00%	1.00%	1.00%	1.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%

Enter the % increase below for which the amount entered in column F should increase each year.

0.00%	5.00%	1.00%	15.00%	6.00%
0.00%	1.00%	1.00%	50.00%	1.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	10.00%	5.00%	50.00%	2.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	20.00%	15.00%	50.00%	10.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%

**SCHOOL OPERATIONS**

Board Expenses	-	0.00%	0.00%	0.00%	0.00%	0.00%
Classroom / Teaching Supplies & Materials	20,000	0.00%	0.00%	0.00%	0.00%	0.00%
Special Ed Supplies & Materials	-	0.00%	0.00%	0.00%	0.00%	0.00%
Textbooks / Workbooks	30,000	0.00%	0.00%	0.00%	0.00%	0.00%
Supplies & Materials other	15,000	0.00%	0.00%	0.00%	0.00%	0.00%
Equipment / Furniture	-	0.00%	0.00%	0.00%	0.00%	0.00%
Telephone	5,000	0.00%	0.00%	0.00%	0.00%	0.00%
Technology	20,000	0.00%	0.00%	0.00%	0.00%	0.00%
Student Testing & Assessment	5,000	0.00%	0.00%	0.00%	0.00%	0.00%
Field Trips	3,000	0.00%	0.00%	0.00%	0.00%	0.00%
Transportation (student)	-	0.00%	0.00%	0.00%	0.00%	0.00%
Student Services - other	-	0.00%	0.00%	0.00%	0.00%	0.00%
Office Expense	15,000	0.00%	0.00%	0.00%	0.00%	0.00%
Staff Development	8,000	0.00%	0.00%	0.00%	0.00%	0.00%
Staff Recruitment	-	0.00%	0.00%	0.00%	0.00%	0.00%
Student Recruitment / Marketing	-	0.00%	0.00%	0.00%	0.00%	0.00%
School Meals / Lunch	-	0.00%	0.00%	0.00%	0.00%	0.00%
Travel (Staff)	-	0.00%	0.00%	0.00%	0.00%	0.00%
Fundraising	-	0.00%	0.00%	0.00%	0.00%	0.00%
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	5,000	0.00%	0.00%	0.00%	0.00%	0.00%
Janitorial Services	20,000	0.00%	0.00%	0.00%	0.00%	0.00%
Building and Land Rent / Lease	-	0.00%	0.00%	0.00%	0.00%	0.00%
Repairs & Maintenance	10,000	0.00%	0.00%	0.00%	0.00%	0.00%
Security Services	-	0.00%	0.00%	0.00%	0.00%	0.00%
Utilities	100,000	0.00%	0.00%	0.00%	0.00%	0.00%
Custom Facilities Operations #1	-	0.00%	0.00%	0.00%	0.00%	0.00%
Custom Facilities Operations #2	-	0.00%	0.00%	0.00%	0.00%	0.00%
Custom Facilities Operations #3	-	0.00%	0.00%	0.00%	0.00%	0.00%

**TOTAL FACILITY OPERATION & MAINTENANCE**

RESERVES / CONTINGENCY	-	0.00%	0.00%	0.00%	0.00%	0.00%
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**TOTAL EXPENSES**

**NET OPERATING INCOME (before Depreciation)**

DEPRECIATION & AMORTIZATION	-	0.00%	0.00%	0.00%	0.00%	0.00%
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**NET OPERATING INCOME (including Depreciation)**

**Building and Growing Together Academy  
PROJECTED START-UP BUDGET / OPERATING PLAN  
FOR INITIAL CHARTER PERIOD**

<b>SUMMARY</b>	
Total Revenue	2,126,030
Total Expenses	-
Net Operating Income (before Depreciation)	2,126,030

Description of Assumptions and Variances

Start-Up Period
--------------------

<b>REVENUE</b>	
TOTAL STATE REVENUES	<u>\$ 2,126,030</u>
TOTAL FEDERAL REVENUES	<u>                    </u>
TOTAL LOCAL & OTHER REVENUES	<u>                    </u>
TOTAL REVENUE	<u>\$ 2,126,030</u>

<b>EXPENSES</b>	
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>	
Executive Management	-
Instructional Management	-
Deans, Directors & Coordinators	-
CFO / Director of Finance	-
Operation / Business Manager	-
Administrative Staff	-
Other - Administrative	-
<b>TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS</b>	<b>\$ -</b>
<b>INSTRUCTIONAL PERSONNEL COSTS</b>	
Teachers - Regular	-
Teachers - SPED	-
Substitute Teachers	-
Teaching Assistants	-
Specialty Teachers	-
Aides	-
Therapists & Counselors	-
Other - Instructional	-
<b>TOTAL INSTRUCTIONAL PERSONNEL COSTS</b>	<b>\$ -</b>
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>	
Nurse	-
Librarian	-
Custodian	-
Security	-
Other - Non-Instructional	-
<b>TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS</b>	<b>\$ -</b>
<b>TOTAL PERSONNEL EXPENSES</b>	
<b>\$ -</b>	
<b>PAYROLL TAXES AND BENEFITS</b>	
Social Security	-
Medicare	-
State Unemployment	-
Worker's Compensation Insurance	-
Custom Other Tax #1	-
Custom Other Tax #2	-
Health Insurance	-
Dental Insurance	-
Vision Insurance	-
Life Insurance	-
Retirement Contribution	-
Custom Fringe #1	-
Custom Fringe #2	-
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	<b>\$ -</b>
<b>TOTAL PERSONNEL, TAX &amp; BENEFIT EXPENSES</b>	
<b>\$ -</b>	
<b>CONTRACTED SERVICES</b>	
Accounting / Audit	-
Legal	-
Management Company Fee	-
Nurse Services	-
Food Service / School Lunch	-
Payroll Services	-
Special Ed Services	-
Titlement Services (i.e. Title I)	-
Custom Contracted Services #1	-
Custom Contracted Services #2	-
Custom Contracted Services #3	-
<b>TOTAL CONTRACTED SERVICES</b>	<b>\$ -</b>

<b>SCHOOL OPERATIONS</b>	
Board Expenses	-
Classroom / Teaching Supplies & Materials	-
Special Ed Supplies & Materials	-
Textbooks / Workbooks	-
Supplies & Materials other	-
Equipment / Furniture	-
Telephone	-
Technology	-
Student Testing & Assessment	-
Field Trips	-
Transportation (student)	-
Student Services - other	-
Office Expense	-
Staff Development	-
Staff Recruitment	-
Student Recruitment / Marketing	-
School Meals / Lunch	-
Travel (Staff)	-
Fundraising	-
Custom Operations #1	-
Custom Operations #2	-
Custom Operations #3	-
<b>TOTAL SCHOOL OPERATIONS</b>	<b>\$ -</b>
<b>FACILITY OPERATION &amp; MAINTENANCE</b>	
Insurance	-
Janitorial Services	-
Building and Land Rent / Lease	-
Repairs & Maintenance	-
Security Services	-
Utilities	-
Custom Facilities Operations #1	-
Custom Facilities Operations #2	-
Custom Facilities Operations #3	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>\$ -</b>
<b>RESERVES / CONTIGENCY</b>	<b>-</b>
<b>TOTAL EXPENSES</b>	<b>\$ -</b>
<b>NET OPERATING INCOME (before Depreciation)</b>	<b>\$ 2,126,030</b>
<b>DEPRECIATION &amp; AMORTIZATION</b>	<b>-</b>
<b>NET OPERATING INCOME (including Depreciation)</b>	<b>\$ 2,126,030</b>

**Building and Growing Together Academy**  
**PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

	STARTUP	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
	2016	2017	2018	2019	2020	2021
<b>SUMMARY</b>						
Total Revenue	2,126,030	2,126,030	2,126,030	2,168,550	2,168,550	2,211,921
Total Expenses	-	38,410,551,800	39,346,206,516	41,002,628,319	41,822,712,760	43,690,771,531
Net Operating Income (before Depreciation)	2,126,030	(38,408,425,770)	(39,344,080,486)	(41,000,459,769)	(41,820,544,210)	(43,688,559,610)
Revenue Per Pupil		7,593	6,253	5,421	4,518	4,096
Expenses Per Pupil		137,180,542	115,724,137	102,506,571	87,130,652	80,908,836
<b>REVENUE</b>						
TOTAL STATE REVENUES	\$ 2,126,030	\$ 2,126,030	\$ 2,126,030	\$ 2,168,550	\$ 2,168,550	\$ 2,211,921
TOTAL FEDERAL REVENUES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL LOCAL & OTHER REVENUES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL REVENUE	\$ 2,126,030	\$ 2,126,030	\$ 2,126,030	\$ 2,168,550	\$ 2,168,550	\$ 2,211,921

<b>EXPENSES</b>					
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>					
Executive Management	-	-	-	-	-
Instructional Management	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-
CEO / Director of Finance	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-
Administrative Staff	9,425,000,000	9,613,500,000	10,037,571,120	10,238,322,542	10,725,820,273
Other - Administrative	225,000,000	229,500,000	240,332,400	245,139,048	250,041,829
<b>TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS</b>	<b>\$ 9,650,000,000</b>	<b>\$ 9,843,000,000</b>	<b>\$ 10,277,903,520</b>	<b>\$ 10,483,461,590</b>	<b>\$ 10,975,862,102</b>
<b>INSTRUCTIONAL PERSONNEL COSTS</b>					
Teachers - Regular	15,700,000,000	16,169,040,000	16,802,460,000	17,138,509,200	17,968,373,856
Teachers - SPED	1,600,000,000	1,632,000,000	1,697,932,800	1,731,891,456	1,775,188,742
Substitute Teachers	-	-	-	-	-
Teaching Assistants	630,750,000	643,365,000	678,861,000	692,438,220	729,829,884
Specialty Teachers	3,200,000,000	3,264,000,000	3,395,865,600	3,463,782,912	3,550,377,485
Aides	-	-	-	-	-
Therapists & Counselors	1,764,000,000	1,799,280,000	1,878,962,400	1,916,541,648	2,000,334,632
Other - Instructional	-	-	-	-	-
<b>TOTAL INSTRUCTIONAL PERSONNEL COSTS</b>	<b>\$ 22,894,750,000</b>	<b>\$ 23,507,685,000</b>	<b>\$ 24,454,081,800</b>	<b>\$ 24,943,163,436</b>	<b>\$ 26,024,104,599</b>
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>					
Nurse	1,600,000,000	1,632,000,000	1,706,256,000	1,740,381,120	1,818,486,029
Librarian	-	-	-	-	-
Custodian	630,750,000	643,365,000	678,861,000	692,438,220	729,829,884
Security	-	-	-	-	-
Other - Non-Instructional	789,510,000	805,300,200	847,967,616	864,926,968	905,768,407
<b>TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS</b>	<b>\$ 3,020,260,000</b>	<b>\$ 3,080,665,200</b>	<b>\$ 3,233,084,616</b>	<b>\$ 3,297,746,308</b>	<b>\$ 3,454,084,320</b>
<b>TOTAL PERSONNEL EXPENSES</b>	<b>\$ 35,565,010,000</b>	<b>\$ 36,431,350,200</b>	<b>\$ 37,965,069,936</b>	<b>\$ 38,724,371,335</b>	<b>\$ 40,454,051,021</b>
<b>PAYROLL TAXES AND BENEFITS</b>					
Social Security	2,133,900,600	2,185,881,012	2,277,904,196	2,323,462,280	2,427,243,061
Medicare	355,650,100	364,313,502	379,650,699	387,243,713	404,540,510
State Unemployment	-	-	-	-	-
Worker's Compensation Insurance	355,650,100	364,313,502	379,650,699	387,243,713	404,540,510
Custom Other Tax #1	-	-	-	-	-
Custom Other Tax #2	-	-	-	-	-
Health Insurance	-	-	-	-	-
Dental Insurance	-	-	-	-	-
Vision Insurance	-	-	-	-	-
Life Insurance	-	-	-	-	-
Retirement Contribution	-	-	-	-	-
Custom Fringe #1	-	-	-	-	-
Custom Fringe #2	-	-	-	-	-
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	<b>\$ 2,845,200,800</b>	<b>\$ 2,914,508,016</b>	<b>\$ 3,037,205,595</b>	<b>\$ 3,097,949,707</b>	<b>\$ 3,236,324,082</b>
<b>TOTAL PERSONNEL, TAX &amp; BENEFIT EXPENSES</b>	<b>\$ 38,410,210,800</b>	<b>\$ 39,345,858,216</b>	<b>\$ 41,002,275,531</b>	<b>\$ 41,822,321,041</b>	<b>\$ 43,690,375,103</b>
<b>CONTRACTED SERVICES</b>					
Accounting / Audit	25,000	26,250	27,038	31,093	32,959
Legal	5,000	5,050	5,101	7,651	7,727
Management Company Fee	-	-	-	-	-
Nurse Services	-	-	-	-	-
Food Service / School Lunch	50,000	55,000	57,750	86,625	88,358
Payroll Services	-	-	-	-	-
Special Ed Services	5,000	6,000	6,900	10,350	11,385
Titelment Services (i.e. Title I)	-	-	-	-	-
Custom Contracted Services #1	-	-	-	-	-
Custom Contracted Services #2	-	-	-	-	-
Custom Contracted Services #3	-	-	-	-	-
<b>TOTAL CONTRACTED SERVICES</b>	<b>\$ 85,000</b>	<b>\$ 92,300</b>	<b>\$ 96,788</b>	<b>\$ 135,719</b>	<b>\$ 140,428</b>

<b>SCHOOL OPERATIONS</b>						
Board Expenses	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	20,000	20,000	20,000	20,000	20,000
Special Ed Supplies & Materials	-	-	-	-	-	-
Textbooks / Workbooks	-	30,000	30,000	30,000	30,000	30,000
Supplies & Materials other	-	15,000	15,000	15,000	15,000	15,000
Equipment / Furniture	-	-	-	-	-	-
Telephone	-	5,000	5,000	5,000	5,000	5,000
Technology	-	20,000	20,000	20,000	20,000	20,000
Student Testing & Assessment	-	5,000	5,000	5,000	5,000	5,000
Field Trips	-	3,000	3,000	3,000	3,000	3,000
Transportation (student)	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-
Office Expense	-	15,000	15,000	15,000	15,000	15,000
Staff Development	-	8,000	8,000	8,000	8,000	8,000
Staff Recruitment	-	-	-	-	-	-
Student Recruitment / Marketing	-	-	-	-	-	-
School Meals / Lunch	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-
Custom Operations #1	-	-	-	-	-	-
Custom Operations #2	-	-	-	-	-	-
Custom Operations #3	-	-	-	-	-	-
<b>TOTAL SCHOOL OPERATIONS</b>	<b>\$</b>	<b>\$ 121,000</b>	<b>\$ 121,000</b>	<b>\$ 121,000</b>	<b>\$ 121,000</b>	<b>\$ 121,000</b>
<b>FACILITY OPERATION &amp; MAINTENANCE</b>						
Insurance	-	5,000	5,000	5,000	5,000	5,000
Janitorial Services	-	20,000	20,000	20,000	20,000	20,000
Building and Land Rent / Lease	-	-	-	-	-	-
Repairs & Maintenance	-	10,000	10,000	10,000	10,000	10,000
Security Services	-	-	-	-	-	-
Utilities	-	100,000	100,000	100,000	100,000	100,000
Custom Facilities Operations #1	-	-	-	-	-	-
Custom Facilities Operations #2	-	-	-	-	-	-
Custom Facilities Operations #3	-	-	-	-	-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>\$</b>	<b>\$ 135,000</b>	<b>\$ 135,000</b>	<b>\$ 135,000</b>	<b>\$ 135,000</b>	<b>\$ 135,000</b>
<b>RESERVES / CONTINGENCY</b>						
TOTAL EXPENSES	\$	\$ 38,410,551,800	\$ 39,346,206,516	\$ 41,002,628,319	\$ 41,822,712,790	\$ 43,690,771,531
<b>NET OPERATING INCOME (before Depreciation)</b>	<b>\$</b>	<b>\$ 2,126,030</b>	<b>\$ (38,408,425,770)</b>	<b>\$ (39,344,080,486)</b>	<b>\$ (41,000,459,769)</b>	<b>\$ (41,820,544,210)</b>
<b>DEPRECIATION &amp; AMORTIZATION</b>						
<b>NET OPERATING INCOME (including Depreciation)</b>	<b>\$</b>	<b>\$ 2,126,030</b>	<b>\$ (38,408,425,770)</b>	<b>\$ (39,344,080,486)</b>	<b>\$ (41,000,459,769)</b>	<b>\$ (41,820,544,210)</b>

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Description of Assumptions and Variances

Travel

Accounting and PEIMS software

**FINANCIAL PLAN WORKBOOK SUMMARY**

**Building and Growing Together Academy**

	Year 0 (Start-Up) 2016	Year 1 2018	Year 2 2019	Year 3 2020	Year 4 2021	Year 5 2022
<b>REVENUE</b>						
Total State Revenue		\$ 2,126,030	\$ 2,126,030	\$ 2,168,550	\$ 2,168,550	\$ 2,211,921
Total Federal Revenue		\$ -	\$ -	\$ -	\$ -	\$ -
Total Local and Other Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTAL REVENUE</b>	\$ 2,126,030	\$ 2,126,030	\$ 2,126,030	\$ 2,168,550	\$ 2,168,550	\$ 2,211,921
<b>EXPENSES</b>						
Total Administrative Staff Personnel Costs	\$ -	\$ 9,650,000,000	\$ 9,843,000,000	\$10,277,903,520	\$10,483,461,590	\$10,975,862,102
Total Instructional Personnel Costs	\$ -	\$22,894,750,000	\$23,507,685,000	\$24,454,081,800	\$24,943,163,436	\$26,024,104,599
Total Non-Instructional Personnel Costs	\$ -	\$ 3,020,260,000	\$ 3,080,665,200	\$ 3,233,084,616	\$ 3,297,746,308	\$ 3,454,084,320
Total Payroll Taxes and Benefits	\$ -	\$ 2,845,200,800	\$ 2,914,508,016	\$ 3,037,205,595	\$ 3,097,949,707	\$ 3,236,324,082
<b>TOTAL PERSONNEL, PAYROLL TAXES AND BENEFITS EXPENSES</b>	\$ -	\$38,410,210,800	\$39,345,858,216	\$41,002,275,531	\$41,822,321,041	\$43,690,375,103
Total Contracted Services	\$ -	\$ 85,000	\$ 92,300	\$ 96,788	\$ 135,719	\$ 140,428
Total School Operations	\$ -	\$ 121,000	\$ 121,000	\$ 121,000	\$ 121,000	\$ 121,000
Total Facilities Operations and Maintenance	\$ -	\$ 135,000	\$ 135,000	\$ 135,000	\$ 135,000	\$ 135,000
Reserves and/or Contingency	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTAL EXPENSES</b>	\$ -	\$38,410,551,800	\$39,346,206,516	\$41,002,628,319	\$41,822,712,760	\$43,690,771,531
<b>NET OPERATING INCOME (before depreciation)</b>	\$ 2,126,030	#####	#####	#####	#####	#####
<b>STUDENT ENROLLMENT</b>						
Projected Student Enrollment		280	340	400	480	540
Revenue Per Pupil		\$ 7,593	\$ 6,253	\$ 5,421	\$ 4,518	\$ 4,096
Expenses Per Pupil		\$ 137,180,542	\$ 115,724,137	\$ 102,506,571	\$ 87,130,652	\$ 80,908,836

Building and Growing Together Academy Estimate of State Aid Entitlement Output		TOTAL
Preliminary		
Refined ADA		238,000
HS ADA		0,000
ASF ADA		16660,000
<b>SPECIAL EDUCATION FTE</b>		
Number Enrolled in Homebound	0,000	0,000
Hospital Class	0,000	0,000
Speech Therapy	1,063	0,177
Resource Room	0,000	0,000
Self-Contained Mild/Mod/Sev	2,026	0,338
Full-Time Early Childhood	2,026	0,338
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
<b>TOTAL SPECIAL EDUCATION FTE</b>	<b>5,113</b>	<b>0,852</b>
<b>TOTAL SPECIAL EDUCATION WEIGHTED FTE</b>	<b>17,463</b>	<b>2,911</b>
Career & Technology FTEs	0,000	
Advanced Career & Technology FTES	0,000	
<b>Regular Program ADA</b>	<b>232,887</b>	
Mainstream ADA	25,500	
Gifted & Talented Enrollment	0,000	
Compensatory Ed Enrollment	70,000	
Pregnancy-related FTEs	0,000	
Bilingual ADA	42,500	
Adjusted GYA	0,9733	
<b>TOTAL WEIGHTED AVERAGE DAILY ATTENDANCE (WADA)</b>	<b>372,282</b>	
<b>FUNDING DATA:</b>		
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
<b>FUNDING BREAKDOWN BY PROGRAM</b>		
Regular Program Block Grant	\$	1,487,451
Special Education Block Grant (Spend 52% of Amount as proposed)	\$	111,538
Mainstream Special Education (Spend 52% of Amount as proposed)	\$	179,155
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 proposed)	\$	13,942
<b>TOTAL SPECIAL EDUCATION</b>	<b>\$</b>	<b>304,635</b>
Career & Technology Grant (Spend 58% of Amount as proposed)	\$	-
Gifted & Talented Op Grant (Spend 58% of Amount as proposed)	\$	-
Regular Compensatory Ed (Spend 52% of Amount as proposed)	\$	89,418
Pregnancy Related Services Allocation (Spend 52% of Amount as proposed)	\$	-
Military Allotment	\$	-
Bilingual Education Block Grant (Spend 52% of Amount as proposed)	\$	27,146
<b>TRANSPORTATION</b>		
Regular Program	\$	20,000
Special Education	\$	15,000
Career and Technology	N/A	
<b>TOTAL TRANSPORTATION</b>	<b>\$</b>	<b>35,000</b>
High School Allotment	\$	-
State Share of Tier I	\$	1,943,649
Tier II Level 1	\$	121,006
Tier II Level 2	\$	61,375
<b>TOTAL TIER II</b>	<b>\$</b>	<b>182,381</b>
<b>TOTAL FOUNDATION</b>	<b>\$</b>	<b>2,126,030</b>
<b>OTHER PROGRAMS</b>		
Staff Salary Allotment	\$	-
Additional State Aid for Tax Reduction (ASATR)	\$	-
<b>TOTAL OTHER PROGRAMS</b>	<b>\$</b>	<b>-</b>
<b>TOTAL</b>	<b>\$</b>	<b>2,126,030</b>
<b>TOTAL AVAILABLE SCHOOL FUND (ASF) (May be zero in first year)</b>	<b>\$</b>	<b>4,740,103</b>
<b>TOTAL FOUNDATION SCHOOL FUND (FSF)</b>	<b>\$</b>	<b>(2,614,073)</b>

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Please note estimates of state aid calculated during the school year are based on projected charter school and school district attendance estimates, estimated school district maintenance and operations (M&O) tax rates, and estimated tax collections. Estimation of state aid earned can be significantly impacted by factors that will not be known to the State Funding Division until the "Final" Summary of Finances (SOF) is calculated in April. It is strongly recommended that charter schools budget conservatively to accommodate these unexpected changes.

1	2009-2010 HB1 Revenue Per WADA *0.9263	\$	4,604,638
2	2009-2010 State Average HB1 Revenue Per WADA*0.9263	\$	4,604,637
3	2015-2016 WADA		372,282
4	2015-2016 Base Target Revenue (Greater of Line 1 x Line 3 or Line2 x Line 3)	\$	1,714,224
5	2015-2016 HB3646 Minimum Increase (Line 3 x \$120*0.9263)	\$	41,381
6	2015-2016 Minimum Revenue (Line 4 + Line 5)	\$	1,755,605
7	Transportation Adjustment	\$	35,000
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)	\$	1,790,605
11	2015-2016 Tier I State Aid	\$	1,943,649
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)	\$	1,943,649
14	2015-2016 Revenue per WADA @ Compressed Tax Rate (RACR/WADA) (Line 13/Line3)	\$	5,221

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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/](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.

Attachment F4 – Audit Report  
Statement of Financial Position

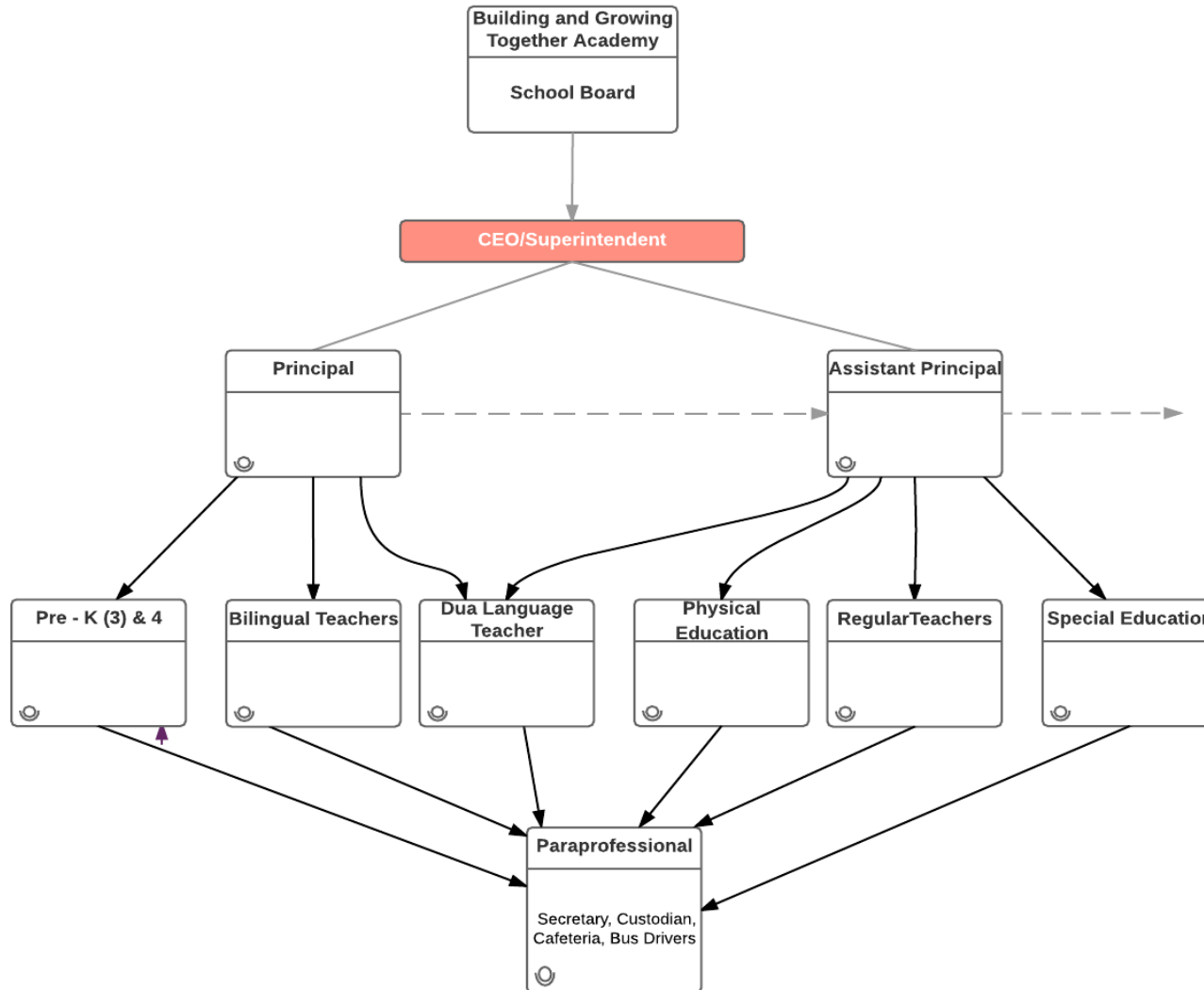
Building and Growing Together Community Development was developed in 2002. There is no audit report at this time and the 501 (c) (3) has currently expired. The 501 (c)(3) is in the process of being reinstated.

Financial position at this time is 0.

**PROVIDED DURING RESUBMISSION PERIOD**

# ATTACHMENT 01 - ORGANIZATIONAL CHART

PROVIDED DURING RESUBMISSION PERIOD



PROVIDED DURING RESUBMISSION PERIOD

## Attachment G5 – Code of Ethics and Conflict of Interest

Fred C. Holliday is the CEO of the sponsoring entity. He is the great-uncle of Josalyn Holiday. The proposed school is aware of the Texas Nepotism Law and great-uncle does not appear under the nepotism restrictions; however Building and Growing Together Academy is prepared to make changes if this is a conflict. Fred C. Holliday has never served on a charter school board, but he is an advocate for the community and has identified the need for improvement in the community. He knows he children need a positive atmosphere, which is why he developed the Building ad Growing Together Community Development 501 (c)(3).

This is the only known conflict of interest, but at this time the proposed school is not sure if the CEO/Superintendent's great uncle can serve on the school board.

The board is trying to avoid any conflicts and will mitigate any perceived conflicts in order to receive an awarded charter.

**BYLAWS**  
**OF**  
**BUILDING AND GROWING TOGETHER COMMUNITY DEVELOPMENT CORPORATION**  
**A NON-PROFIT CORPORATION**  
**IN THE STATE OF TEXAS**

**ARTICLE ONE**  
**OFFICES**

**PRINCIPAL OFFICE**

**SECTION 1.1.** THE PRINCIPAL OFFICE OF THE CORPORATION IN THE STATE OF TEXAS SHALL BE LOCATED IN THE CITY OF **HOUSTON**, COUNTY OF **HARRIS**. THE CORPORATION MAY HAVE SUCH OTHER OFFICES, EITHER WITHIN OR WITHOUT THE STATE OF TEXAS, AS THE BOARD OF DIRECTORS MAY DETERMINE OR AS THE AFFAIRS OF THE CORPORATION MAY REQUIRE FROM TIME TO TIME.

**REGISTERED OFFICE AND REGISTERED AGENT**

**SECTION 1.2.** 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, AND 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.

**ARTICLE TWO**  
**PURPOSE**

**SECTION 2.01. ORGANIZATIONAL PURPOSE.** THE CORPORATION IS ORGANIZED FOR THE FOLLOWING CHARITABLE PURPOSES:

- A. TO PROMOTE EDUCATIONAL DEVELOPMENT.
- B. THE CONDUCTING OF DISCUSSION GROUPS, FORUMS, PANELS, LECTURES, OR
- C. OTHER SIMILAR PROGRAMS FOR THE BENEFIT OF ITS MEMBERS.
- D. RELIEF OF THE POOR, THE DISTRESSED, OR THE UNDERPRIVILEGED.
- E. COMBATING COMMUNITY DETERIORATION AND JUVENILE DELINQUENCY.

BUILDING AND GROWING TOGETHER COMMUNITY DEVELOPMENT CORPORATION

NO PART OF THE NET EARNINGS OF THE CORPORATION SHALL INURE TO THE BENEFIT OF ANY DIRECTOR OF THE CORPORATION, OFFICER OF THE CORPORATION, OR ANY PRIVATE INDIVIDUAL (EXCEPT THAT REASONABLE COMPENSATION MAY BE PAID FOR SERVICES RENDERED TO OR FOR THE CORPORATION AFFECTING ONE OR MORE OF ITS PURPOSES), 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 CAMPAIGNING ON BEHALF OF ANY CANDIDATE FOR PUBLIC OFFICE.

NOTWITHSTANDING ANY OTHER PROVISION OF THESE BYLAWS, THE CORPORATION SHALL NOT CONDUCT OR CARRY ON ANY ACTIVITIES NOT PERMITTED TO BE CONDUCTED OR CARRIED ON BY AN ORGANIZATION EXEMPT FROM TAXATION UNDER SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE AND ITS REGULATIONS AS 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 INTERNAL REVENUE CODE AND REGULATIONS, AS THEY NOW EXIST OR AS THEY MAY HEREAFTER BE AMENDED.

THIS ORGANIZATION IS NOT A PRIVATE FOUNDATION AND IS SPECIFICALLY INCLUDED IN SECTION 509(A)(1) OF THE INTERNAL REVENUE CODE AS A PUBLICLY SUPPORTED CHARITABLE ORGANIZATION, PROVIDING A DIRECT SERVICE TO THE GENERAL PUBLIC, AND ACTIVELY FUNCTIONING IN A SUPPORTING RELATIONSHIP TO OTHER 501(C)(3) ORGANIZATIONS. THE ORGANIZATION SHALL ALSO NORMALLY SEEK TO RECEIVE AT LEAST ONE-THIRD OF ITS TOTAL SUPPORT FROM CONTRIBUTIONS MADE DIRECTLY OR INDIRECTLY BY THE GENERAL PUBLIC, AND CONTRIBUTIONS FROM THESE SOURCES SHALL BE SUBSTANTIAL. THE ORGANIZATION SHALL SEEK TO ATTRACT NEW AND ADDITIONAL PUBLIC AND/OR GOVERNMENTAL SUPPORT ON A CONTINUOUS BASIS, THUS PROVIDING SEED MONEY SUFFICIENT TO ENABLE IT TO FUND ITS CHARITABLE ACTIVITIES AND EXPAND ITS SOLICITATION PROGRAM.

IN THE EVENT OF THE DISSOLUTION OF THIS CORPORATION, OR IN THE EVENT IT SHALL CEASE TO CARRY OUT THE OBJECTIVES AND PURPOSES HEREIN SET FORTH, ALL OF THE BUSINESS, PROPERTY AND ASSETS OF THE CORPORATION SHALL GO AND BE DISTRIBUTED TO SUCH NONPROFIT CORPORATION QUALIFYING AS AN ORGANIZATION EXEMPT UNDER THE PROVISIONS OF SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE, AS AMENDED, OR ANY SUPERSEDING STATUTE THEREOF, AND AS AN ORGANIZATION QUALIFYING AS A PUBLIC CHARITY UNDER THE PROVISIONS OF SECTION 509(A)(1) OR 509(A)(2) OF THE INTERNAL REVENUE CODE, AS AMENDED OR ANY SUPERSEDING STATUTE, AS THE DIRECTORS OR TRUSTEES OF THE CORPORATION MAY SELECT AND DESIGNATE; AND IN NO EVENT SHALL ANY OF SAID ASSETS OR PROPERTY, IN THE EVENT OF DISSOLUTION THEREOF, GO OR BE DISTRIBUTED TO MEMBERS, EITHER FOR THE REIMBURSEMENT OF ANY SUM SUBSCRIBED, DONATED OR CONTRIBUTED BY SUCH MEMBERS, OR FOR ANY OTHER SUCH PURPOSE. ANY SUCH ASSETS NOT SO DISPOSED OF

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SHALL BE DISPOSED OF BY THE DISTRICT COURT OF THE COUNTY IN WHICH THE PRINCIPAL OFFICE OF THE CORPORATION IS LOCATED, EXCLUSIVELY FOR SUCH PURPOSES, OR THE ORGANIZATIONS AS SAID COURT SHALL DETERMINE, WHICH ARE ORGANIZED AND OPERATED EXCLUSIVELY FOR SUCH PURPOSES.

**ARTICLE THREE**  
**MEMBERS**

**SECTION 3.01. MEMBERS.**

THE CORPORATION SHALL HAVE NO VOTING MEMBERS.

**ARTICLE FOUR**  
**BOARD OF DIRECTORS**

**SECTION 4.01. GENERAL POWERS & QUALIFICATIONS.**

THE CORPORATE AFFAIRS OF THE CORPORATION SHALL BE GOVERNED BY ITS BOARD OF DIRECTORS.

**SECTION 4.02. AGE, NUMBER, TENURE.**

EACH DIRECTOR SHALL BE AT LEAST 18 YEARS OF AGE, AND SHALL BE A MEMBER OF THE CORPORATION DURING HIS DIRECTORSHIP. THE INITIAL BOARD OF DIRECTORS SHALL CONSIST OF AT LEAST THREE PERSONS. THE ENTIRE BOARD SHALL BE NO LESS THAN THREE AT ANY TIME. SUBJECT TO THE FOREGOING, THE NUMBER OF THE BOARD OF DIRECTORS MAY BE FIXED FROM TIME TO TIME BY ACTION OF THE DIRECTORS, PROVIDED THAT ANY ACTION BY THE BOARD OF DIRECTORS TO EFFECT SUCH INCREASE OR DECREASE SHALL REQUIRE THE VOTE OF A MAJORITY OF THE ENTIRE BOARD OF DIRECTORS. NO DECREASE SHALL SHORTEN THE TERM OF ANY DIRECTORS THEN IN OFFICE.

THE FIRST BOARD OF DIRECTORS SHALL CONSIST OF THOSE PERSONS ELECTED BY THE INCORPORATORS OR NAMED AS THE INITIAL BOARD OF DIRECTORS IN THE CERTIFICATE OF INCORPORATION OF THE CORPORATION, AND THEY SHALL HOLD OFFICE UNTIL THE FIRST ANNUAL MEETING OF THE BOARD.

THERE SHALL BE NO DUES, PAYING MEMBERS, OR MEMBERSHIP FEES. ALL SERVICES AND INFORMATION SHALL BE MADE AVAILABLE TO THE INTERESTED PUBLIC WITHOUT COST, ALTHOUGH DONATIONS WILL BE ACCEPTED, ALONG WITH GIFTS AND CONTRIBUTIONS DIRECTLY OR INDIRECTLY GIVEN BY THE GENERAL PUBLIC.

THIS ORGANIZATION SHALL OPERATE AS A PUBLICLY SUPPORTED CHARITY AS DESCRIBED IN THE INTERNAL REVENUE CODE SECTION 509 (A) (1) HAVING BROAD PUBLIC SUPPORT AND ACTIVELY FUNCTIONING IN A SUPPORTING RELATIONSHIP TO OTHER 501 (C) (3) ORGANIZATIONS.

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THE ORGANIZATION **WILL NOT** LIMIT ITS ACTIVITIES TO A PARTICULAR COMMUNITY OR REGION OR TO A SPECIAL FIELD THAT COULD BE EXPECTED TO APPEAL TO A LIMITED NUMBER OF PERSONS.

THE ORGANIZATION SHALL PROVIDE, FOR THE BENEFIT OF THE GENERAL PUBLIC, INFORMATION ON A CONTINUING BASIS THROUGH AFFILIATED 501 (C) (3) ORGANIZATIONS THAT WILL OUTLINE SERVICES AVAILABLE FROM THE ORGANIZATION AS DESCRIBED IN THE BYLAWS.

THE ORGANIZATION SHALL SPONSOR, AS NEEDED, CONFERENCES AND PROGRAMS PRESENTED BY MEMBERS OF THE PUBLIC HAVING SPECIAL KNOWLEDGE OR EXPERTISE OF SUBJECTS OF GENERAL INTEREST, AND ON A VARIETY OF TOPICS DECIDED UPON BY A COMMITTEE SO SELECTED FOR THAT PURPOSE.

**SECTION 4.03. REGULAR MEETINGS.**

THE BOARD OF DIRECTORS SHALL PROVIDE FOR, BY RESOLUTION, THE TIME AND PLACE, EITHER WITHIN OR WITHOUT THE STATE OF TEXAS, FOR THE HOLDING OF THE REGULAR ANNUAL MEETING(S) OF THE BOARD, AND MAY PROVIDE, BY RESOLUTION, THE TIME AND PLACE FOR THE HOLDING OF ADDITIONAL REGULAR MEETINGS OF THE BOARD, WITHOUT OTHER NOTICE THAN SUCH RESOLUTION. HOWEVER, THERE SHALL NEVER BE LESS THAN ONE ANNUAL MEETING OF THE BOARD OF DIRECTORS.

**SECTION 4.04. ANNUAL MEETINGS.**

BEGINNING IN THE YEAR OF INCORPORATION, AN ANNUAL MEETING OF THE BOARD OF DIRECTORS SHALL BE HELD AT THE DATE, TIME AND PLACE DETERMINED BY THE BOARD OF DIRECTORS.

**SECTION 4.05. SPECIAL MEETINGS.**

SPECIAL MEETINGS OF THE BOARD OF DIRECTORS MAY BE CALLED BY OR AT THE REQUEST OF THE CHAIRMAN, PRESIDENT, OR ANY TWO DIRECTORS. THE PERSON OR PERSONS AUTHORIZED TO CALL SPECIAL MEETINGS OF THE BOARD MAY FIX ANY PLACE, EITHER WITHIN OR WITHOUT THE STATE OF TEXAS, AS THE PLACE FOR HOLDING ANY SPECIAL MEETINGS OF THE BOARD CALLED BY THEM.

**SECTION 4.06. MEETINGS UTILIZING ELECTRONIC MEDIA.**

MEMBERS OF THE BOARD OF DIRECTORS OR MEMBERS OF ANY COMMITTEE DESIGNATED BY THE BOARD OF DIRECTORS MAY PARTICIPATE IN AND HOLD A MEETING OF THAT BOARD OR COMMITTEE, RESPECTIVELY, BY MEANS OF CONFERENCE TELEPHONE OR SIMILAR COMMUNICATION EQUIPMENT, PROVIDED THAT ALL PERSONS PARTICIPATING IN SUCH A MEETING SHALL CONSTITUTE PRESENCE IN PERSON AT SUCH MEETING, EXCEPT WHERE A PERSON PARTICIPATES IN THE MEETING FOR THE EXPRESS PURPOSE OF OBJECTING TO THE TRANSACTION OF ANY BUSINESS ON THE GROUND THAT THE MEETING IS NOT LAWFULLY CREATED.

**SECTION 4.07. NOTICE.**

NOTICE OF ANY SPECIAL MEETING OF THE BOARD OF DIRECTORS SHALL BE GIVEN AT LEAST ONE (1) DAY PREVIOUSLY THERETO BY ORAL OR WRITTEN NOTICE DELIVERED

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PERSONALLY OR SENT BY MAIL OR TELEGRAM TO EACH DIRECTOR AT HIS ADDRESS AS SHOWN BY THE RECORDS OF THE CORPORATION. IF MAILED, SUCH NOTICE SHALL BE DEEMED TO BE DELIVERED WHEN DEPOSITED IN THE UNITED STATES MAIL SO ADDRESSED WITH POSTAGE THEREON PREPAID. IF NOTICE BE GIVEN BY TELEGRAM, SUCH NOTICE SHALL BE DEEMED TO BE DELIVERED WHEN THE TELEGRAM IS DELIVERED TO THE TELEGRAM COMPANY. ANY DIRECTOR MAY WAIVE NOTICE OF ANY MEETING. THE ATTENDANCE OF A DIRECTOR AT ANY MEETING SHALL CONSTITUTE A WAIVER OF NOTICE OF SUCH MEETING, EXCEPT WHEN A DIRECTOR ATTENDS A MEETING FOR THE EXPRESS PURPOSE OF OBJECTING TO THE TRANSACTION OF ANY BUSINESS BECAUSE THE MEETING IS NOT LAWFULLY CALLED OR CONVENED. NEITHER THE BUSINESS TO BE TRANSACTED AT, NOR THE PURPOSE OF, A REGULAR OR SPECIAL MEETING OF THE BOARD NEED BE SPECIFIED IN THE NOTICE OR WAIVER OF NOTICE OF SUCH MEETING, UNLESS SPECIFICALLY REQUIRED BY LAW OR BY THESE BYLAWS.

**SECTION 4.08. QUORUM.**

A MAJORITY OF THE BOARD OF DIRECTORS, BUT NEVER LESS THAN THREE (3), SHALL CONSTITUTE A QUORUM FOR THE TRANSACTION OF BUSINESS AT ANY MEETING OF THE BOARD, BUT IF LESS THAN A QUORUM OF THE DIRECTORS IS PRESENT AT SAID MEETING, A MAJORITY OF THE DIRECTORS PRESENT MAY ADJOURN THE MEETING FROM TIME TO TIME WITHOUT FURTHER NOTICE.

**SECTION 4.09. MANNER OF ACTING.**

THE ACT OF A MAJORITY OF THE DIRECTORS PRESENT AT A MEETING, AT WHICH A QUORUM IS PRESENT, SHALL BE THE ACT OF THE BOARD OF DIRECTORS, UNLESS THE ACT OF A GREATER NUMBER IS REQUIRED BY LAW OR BY THESE BYLAWS.

**SECTION 4.10. VACANCIES.**

ANY VACANCY OCCURRING IN THE BOARD OF DIRECTORS, AND ANY DIRECTORSHIP TO BE FILLED BY REASON OF AN INCREASE IN THE NUMBER OF DIRECTORS, SHALL BE FILLED BY THE BOARD OF DIRECTORS. A DIRECTOR ELECTED TO FILL A VACANCY SHALL BE ELECTED FOR THE UNEXPIRED TERM OF HIS PREDECESSOR IN OFFICE.

**SECTION 4.11. COMPENSATION.**

DIRECTORS AS SUCH SHALL NOT RECEIVE ANY STATED SALARIES FOR THEIR SERVICES, BUT BY RESOLUTION OF THE BOARD OF DIRECTORS A FIXED SUM AND EXPENSES OF ATTENDANCE, IF ANY, MAY BE ALLOWED FOR ATTENDANCE AT EACH REGULAR OR SPECIAL MEETING OF THE BOARD, BUT NOTHING HEREIN CONTAINED SHALL BE CONSTRUED TO PRECLUDE ANY DIRECTOR FROM SERVING THE CORPORATION IN ANY OTHER CAPACITY AND RECEIVING COMPENSATION THEREFOR.

**SECTION 4.12. INFORMAL ACTION BY DIRECTORS.**

ANY ACTION REQUIRED BY LAW TO BE TAKEN AT A MEETING OF DIRECTORS, OR ANY ACTION WHICH MAY BE TAKEN AT A MEETING OF DIRECTORS, MAY BE TAKEN WITHOUT A MEETING IF A CONSENT IN WRITING, SETTING FORTH THE ACTION SO TAKEN SHALL BE SIGNED BY ALL THE DIRECTORS.

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**SECTION 4.13. RESIGNATION.**

ANY DIRECTOR MAY RESIGN BY GIVING WRITTEN NOTICE TO THE PRESIDENT. THE RESIGNATION SHALL BE EFFECTIVE AT THE NEXT CALLED MEETING OF THE BOARD OF DIRECTORS.

**SECTION 4.14. REMOVAL.**

ANY DIRECTOR MAY BE REMOVED WITH OR WITHOUT CAUSE BY A MAJORITY OF THE REMAINING DIRECTORS.

**SECTION 4.15. PROXIES.**

AT ANY MEETING OF THE BOARD, A DIRECTOR MAY VOTE IN PERSON OR BY PROXY EXECUTED IN WRITING. A PROXY SHALL BE VALID FOR THREE MONTHS FROM DATE OF EXECUTION. SUCH PROXY SHALL BE INVALIDATED IF THAT DIRECTOR IS PRESENT AND ELECTS TO CAST HIS OWN VOTE.

**SECTION 4.16. INDEMNIFICATION.**

THE CORPORATION MAY INDEMNIFY TO THE MAXIMUM EXTENT PERMISSIBLE UNDER ARTICLE 1396-2.22A OF THE TEXAS NONPROFIT CORPORATION ACT, ANY DIRECTOR, OFFICER, EMPLOYEE, AND AGENT OR FORMER DIRECTOR, OFFICER, EMPLOYEE OF THE CORPORATION, AGAINST ALL COST AND EXPENSES, INCLUDING, BUT NOT LIMITED TO ATTORNEY'S FEES, ACTUALLY AND NECESSARILY INCURRED BY HIM IN CONNECTION WITH THE DEFENSE OF ANY ACTION, SUIT, OR PROCEEDING IN WHICH HE IS MADE A PARTY BY REASON OF BEING OR HAVING BEEN SUCH DIRECTOR, OFFICER EMPLOYEE OR AGENT, EXCEPT IN RELATION TO MATTERS AS TO WHICH HE SHALL BE ADJUDGED IN SUCH ACTION, SUIT OR PROCEEDING TO BE LIABLE FOR GROSS NEGLIGENCE OR INTENTIONAL MISCONDUCT, AS DEFINED UNDER ARTICLE 1396-2.22A OF THE TEXAS NONPROFIT CORPORATION ACT. THE CORPORATION SHALL HAVE THE POWER TO PURCHASE AND MAINTAIN, AT ITS COST AND EXPENSE, INSURANCE ON BEHALF OF SUCH PERSONS.

**ARTICLE FIVE**

**OFFICERS**

**SECTION 5.01. OFFICERS.**

THE OFFICERS OF THE CORPORATION MAY BE A CHAIRMAN OF THE BOARD, PRESIDENT, ONE OR MORE VICE PRESIDENTS (THE NUMBER THEREOF TO BE DETERMINED BY THE BOARD OF DIRECTORS), A SECRETARY, A TREASURER, AND SUCH OTHER OFFICERS AS MAY BE ELECTED IN ACCORDANCE WITH THE PROVISIONS OF THIS ARTICLE. THE BOARD OF DIRECTORS MAY ELECT OR APPOINT SUCH OTHER OFFICERS, INCLUDING ONE OR MORE ASSISTANT SECRETARIES AND ONE OR MORE ASSISTANT TREASURERS, AS IT SHALL DEEM DESIRABLE, SUCH OFFICERS, TO HAVE THE AUTHORITY AND PERFORM THE DUTIES PRESCRIBED, FROM TIME TO TIME, BY THE BOARD OF DIRECTORS. ANY TWO OR MORE OFFICES MAY BE HELD BY THE SAME PERSON, EXCEPT THE OFFICES OF PRESIDENT, SECRETARY AND TREASURER.

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**SECTION 5.02. ELECTION AND TERM OF OFFICE.**

THE OFFICERS OF THE CORPORATION SHALL BE ELECTED ANNUALLY BY THE BOARD OF DIRECTORS AT THE REGULAR ANNUAL MEETING OF THE BOARD OF DIRECTORS. IF THE ELECTION OF OFFICERS SHALL NOT BE HELD AT SUCH MEETING, SUCH ELECTION SHALL BE HELD AS SOON THEREAFTER AS CONVENIENTLY MAY BE. NEW OFFICES MAY BE CREATED AND FILLED AT ANY MEETING OF THE BOARD OF DIRECTORS. EACH OFFICER SHALL HOLD OFFICE UNTIL HIS SUCCESSOR SHALL HAVE BEEN DULY ELECTED AND SHALL HAVE QUALIFIED.

**SECTION 5.03. REMOVAL.**

ANY OFFICER ELECTED OR APPOINTED BY THE BOARD OF DIRECTORS MAY BE REMOVED BY THE BOARD OF DIRECTORS WHENEVER, IN ITS JUDGMENT, THE BEST INTEREST OF THE CORPORATION WOULD BE SERVED THEREBY, BUT SUCH REMOVAL SHALL BE WITHOUT PREJUDICE TO THE CONTRACT RIGHTS, IF ANY, OF THE OFFICER SO REMOVED.

**SECTION 5.04. VACANCIES.**

A VACANCY IN ANY OFFICE, BECAUSE OF DEATH, RESIGNATION, DISQUALIFICATION, OR OTHERWISE MAY BE FILLED BY THE BOARD OF DIRECTORS FOR THE UNEXPIRED PORTION OF THE TERM.

**SECTION 5.05. PRESIDENT.**

THE PRESIDENT SHALL BE THE PRINCIPAL EXECUTIVE OFFICER OF THE CORPORATION AND SHALL, IN GENERAL, SUPERVISE AND CONTROL ALL OF THE BUSINESS AND AFFAIRS OF THE CORPORATION. HE SHALL PRESIDE AT ALL MEETINGS OF THE BOARD OF DIRECTORS. HE MAY SIGN, WITH THE SECRETARY OR ANY OTHER PROPER OFFICER OF THE CORPORATION AUTHORIZED BY THE BOARD OF DIRECTORS, ANY DEEDS, MORTGAGES, BONDS, CONTRACTS, OR OTHER INSTRUMENTS 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 BYLAWS OR BY STATUTE TO SOME OTHER OFFICER OR AGENT OF THE CORPORATION AND, IN GENERAL, HE SHALL PERFORM ALL DUTIES INCIDENT TO THE OFFICE OF PRESIDENT AND SUCH OTHER DUTIES AS MAY BE PRESCRIBED BY THE BOARD OF DIRECTORS FROM TIME TO TIME, INCLUDING PARTICIPATION IN VARIOUS COMMITTEE MEETINGS AS A MEMBER OR CHAIRMAN THEREOF.

**SECTION 5.06. VICE PRESIDENT.**

IN THE ABSENCE OF THE PRESIDENT OR IN THE EVENT OF HIS INABILITY OR REFUSAL TO ACT, THE VICE PRESIDENT (OR IN THE EVENT THERE BE MORE THAN ONE VICE PRESIDENT, THE VICE PRESIDENT IN ORDER OF HIS ELECTION SHALL PERFORM THE DUTIES OF THE PRESIDENT AND, WHEN SO ACTING SHALL HAVE ALL THE POWERS OF AND BE SUBJECT TO ALL THE RESTRICTIONS UPON THE PRESIDENT. ANY VICE PRESIDENT SHALL PERFORM SUCH OTHER DUTIES AS, FROM TIME TO TIME, MAY BE ASSIGNED TO HIM BY THE PRESIDENT OR BOARD OF DIRECTORS.

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**SECTION 5.07. TREASURER.**

IF REQUIRED BY THE BOARD OF DIRECTORS, THE TREASURER SHALL GIVE A BOND FOR THE FAITHFUL DISCHARGE OF HIS DUTIES IN SUCH SUM AND WITH SUCH SURETY OR SURETIES AS THE BOARD OF DIRECTORS SHALL DETERMINE. HE SHALL HAVE CHARGE AND CUSTODY OF AND BE RESPONSIBLE FOR ALL FUNDS AND SECURITIES OF THE CORPORATION, RECEIVE AND GIVE RECEIPTS FOR MONEYS DUE AND PAYABLE TO THE CORPORATION FROM ANY SOURCE WHATSOEVER, AND DEPOSIT ALL SUCH MONEYS IN THE NAME OF THE CORPORATION IN SUCH BANKS, TRUST COMPANIES, OR OTHER DEPOSITORY AS SHALL BE SELECTED IN ACCORDANCE WITH THE PROVISIONS OF THESE BYLAWS; HE SHALL KEEP PROPER BOOKS OF ACCOUNT AND OTHER BOOKS SHOWING AT ALL TIMES THE COUNT OF 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; HE SHALL ALSO SUBMIT A REPORT OF THE ACCOUNTS AND FINANCIAL CONDITION OF THE CORPORATION AT EACH ANNUAL MEETING OF THE BOARD OF DIRECTORS AND, IN GENERAL, PERFORM ALL THE DUTIES INCIDENT TO THE OFFICE OF TREASURER AND SUCH OTHER DUTIES, AS FROM TIME TO TIME, MAY BE ASSIGNED TO HIM BY THE PRESIDENT OR BY THE BOARD OF DIRECTORS.

**SECTION 5.08. SECRETARY.**

THE SECRETARY SHALL KEEP THE MINUTES OF THE MEETINGS OF THE BOARD OF DIRECTORS IN ONE OR MORE BOOKS PROVIDED FOR THAT PURPOSE; GIVE ALL NOTICES IN ACCORDANCE WITH THE PROVISIONS OF THESE BYLAWS OR AS REQUIRED BY THE LAW; BE CUSTODIAN OF THE CORPORATE RECORDS AND OF THE SEAL OF THE CORPORATION, AND AFFIX THE SEAL OF THE CORPORATION TO ALL DOCUMENTS, THE EXECUTION OF WHICH, ON BEHALF OF THE CORPORATION, UNDER ITS SEAL, IS DULY AUTHORIZED IN ACCORDANCE WITH THE PROVISIONS OF THESE BYLAWS AND, IN GENERAL, PERFORM ALL DUTIES INCIDENT TO THE OFFICE OF SECRETARY AND SUCH OTHER DUTIES AS, FROM TIME TO TIME, MAY BE ASSIGNED TO HIM BY THE PRESIDENT OR BOARD OF DIRECTORS. THE BOARD OF DIRECTORS AND OFFICERS SHALL GIVE BONDS OF THE FAITHFUL DISCHARGE OF THEIR DUTIES IN SUCH SUMS AND WITH SUCH SURETIES AS THE BOARD OF DIRECTORS SHALL DETERMINE. THE ASSISTANT TREASURER AND ASSISTANT SECRETARIES, IN GENERAL, SHALL PERFORM SUCH DUTIES AS SHALL BE ASSIGNED TO THEM BY THE TREASURER OR THE SECRETARY OR BY THE PRESIDENT OR THE BOARD OF DIRECTORS.

**ARTICLE SIX**  
**COMMITTEE**

**SECTION 6.01. APPOINTMENT.**

THE PRESIDENT SHALL APPOINT MEMBERS OF COMMITTEES ESTABLISHED BY THE BOARD OF DIRECTORS. THE BOARD OF DIRECTORS SHALL APPOINT THE CHAIRMAN OF EACH COMMITTEE. THESE COMMITTEES SHALL PERFORM SUCH FUNCTIONS AND MAKE SUCH REPORTS AS THE PRESIDENT OR THE BOARD OF DIRECTORS SHALL DETERMINE. BOTH DIRECTORS AND MEMBERS OF THE ADVISORY BOARD MAY SERVE ON ALL COMMITTEES EXCEPT THE EXECUTIVE COMMITTEE.

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**SECTION 6.02. COMMITTEE OF DIRECTORS**

THE BOARD OF DIRECTORS, BY RESOLUTION ADOPTED BY A MAJORITY OF THE DIRECTORS IN OFFICE, MAY DESIGNATE AND APPOINT ONE OR MORE COMMITTEES, EACH OF WHICH SHALL CONSIST OF TWO OR MORE PERSONS, A MAJORITY OF WHOM ARE DIRECTORS, WHICH COMMITTEES, TO THE EXTENT PROVIDED IN SAID RESOLUTION, SHALL HAVE AND EXERCISE THE AUTHORITY IN THE MANAGEMENT OF THE CORPORATION OF THE BOARD OF DIRECTORS. HOWEVER, NO SUCH COMMITTEE SHALL HAVE THE AUTHORITY OF THE BOARD OF DIRECTORS IN REFERENCE TO AMENDING, ALTERING, OR REPEALING THE BYLAWS; ELECTING, APPOINTING, OR REMOVING ANY MEMBER OR ANY SUCH COMMITTEE OR AND DIRECTOR OR OFFICER OF THE CORPORATION; AMENDING THE ARTICLES OF INCORPORATION; ADOPTING A PLAN OF MERGER OR ADOPTING A PLAN OF CONSOLIDATION WITH ANOTHER CORPORATION; AUTHORIZING THE SALE, LEASE, EXCHANGE, OR MORTGAGE OF ALL OR SUBSTANTIALLY ALL OF THE PROPERTY AND ASSETS OF THE CORPORATION; AUTHORIZING THE VOLUNTARY DISSOLUTION OF THE CORPORATION; OR REVOKING PROCEEDINGS THEREFOR; ADOPTING A PLAN FOR DISTRIBUTION OF THE ASSETS OF THE CORPORATION; OR AMENDING, ALTERING OR REPEALING 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 THEREOF OF AUTHORITY SHALL NOT OPERATE TO RELIEVE THE BOARD OF DIRECTORS, OR ANY INDIVIDUAL DIRECTOR, OF ANY RESPONSIBILITY IMPOSED ON IT OR HIM BY LAW.

**SECTION 6.03. EXECUTIVE COMMITTEE**

THE BOARD OF DIRECTORS MAY, FROM AMONG ITS MEMBERS, APPOINT AN EXECUTIVE COMMITTEE CONSISTING OF THE OFFICERS AS DEEMED NECESSARY BY THE BOARD TO SERVE AT THE PLEASURE OF THE BOARD. THE PRESIDENT, UNLESS ABSENT OR OTHERWISE UNABLE TO DO SO, SHALL PRESIDE AS CHAIRPERSON OF THE EXECUTIVE COMMITTEE. THE COMMITTEE SHALL MEET AT THE CALL OF THE PRESIDENT OR THE BOARD OF DIRECTORS, OR ANY TWO (2) MEMBERS OF THE COMMITTEE, AND SHALL HAVE AND MAY EXERCISE, WHEN THE BOARD OF DIRECTORS IS NOT IN SESSION, THE POWER TO PERFORM ALL DUTIES, OF EVERY KIND AND CHARACTER, NOT REQUIRED BY LAW OR THE CHARTER OF THE CORPORATION TO BE PERFORMED SOLELY BY THE BOARD OF DIRECTORS. THE EXECUTIVE COMMITTEE SHALL HAVE AUTHORITY TO MAKE RULES FOR THE HOLDING AND CONDUCT OF ITS MEETINGS, KEEP RECORDS THEREOF AND REGULARLY REPORT ITS ACTIONS TO THE BOARD. A MAJORITY, BUT NEVER LESS THAN THREE (3), OF THE MEMBERS OF THE COMMITTEE IN OFFICE, SHALL BE SUFFICIENT TO CONSTITUTE A QUORUM AT ANY MEETING OF THE COMMITTEE, AND ALL ACTION TAKEN AT SUCH A MEETING SHALL BE BY A MAJORITY OF THOSE PRESENT. ALL ACTS PERFORMED BY THE EXECUTIVE COMMITTEE IN THE EXERCISE OF ITS AFORESAID, AUTHORITY SHALL BE DEEMED TO BE, AND MAY BE CERTIFIED AS, ACTS PERFORMED UNDER AUTHORITY OF THE BOARD OF DIRECTORS. VACANCIES IN THE EXECUTIVE COMMITTEE SHALL BE FILLED BY APPOINTMENT BY THE BOARD OF DIRECTORS. ALL ACTIONS OF THE EXECUTIVE COMMITTEE SHALL BE RECORDED IN WRITING IN A MINUTE BOOK KEPT FOR THAT PURPOSE, AND A REPORT OF ALL ACTIONS SHALL BE MADE TO THE BOARD OF DIRECTORS AT ITS NEXT MEETING. THE MINUTES OF THE BOARD OF

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DIRECTORS SHALL REFLECT THAT SUCH A REPORT WAS MADE ALONG WITH ANY ACTION TAKEN BY THE BOARD OF DIRECTORS WITH RESPECT THERETO.

**SECTION 6.04. NOMINATING COMMITTEE.**

THE PRESIDENT SHALL, WITH THIRTY (30) DAYS ADVANCE NOTICE TO THE BOARD OF DIRECTORS, APPOINT THE MEMBERS OF THE NOMINATING COMMITTEE CREATED BY THE BOARD OF DIRECTORS. THE MEMBERS SHALL BE MEMBERS OF THE BOARD OF DIRECTORS AND ADVISORY BOARD APPOINTED TO NOMINATE CANDIDATES FOR OFFICERS AND DIRECTORS. ADDITIONAL NOMINATIONS MAY BE MADE BY DIRECTORS AT THE ANNUAL MEETING.

**SECTION 6.05. ADVISORY COMMITTEE.**

THE FUNCTION AND PURPOSE OF THE ADVISORY COMMITTEE SHALL BE TO ADVISE THE BOARD OF DIRECTORS ON MATTERS RELATING TO THE PURPOSE OF THE ORGANIZATION AND TO SUGGEST PROJECTS WHICH THE CORPORATION MAY UNDERTAKE.

**SECTION 6.06. OTHER COMMITTEES.**

OTHER COMMITTEES, NOT HAVING AND EXERCISING THE AUTHORITY OF THE BOARD OF DIRECTORS IN THE MANAGEMENT OF THE CORPORATION, MAY BE DESIGNATED BY A RESOLUTION ADOPTED BY A MAJORITY OF THE DIRECTORS PRESENT AT A MEETING AT WHICH A QUORUM IS PRESENT. EXCEPT AS OTHERWISE PROVIDED IN SUCH RESOLUTION, THE PRESIDENT OF THE CORPORATION SHALL APPOINT THE MEMBERS OF EACH SUCH COMMITTEE. ANY MEMBER THEREOF MAY BE REMOVED BY THE PERSON OR PERSONS AUTHORIZED TO APPOINT SUCH MEMBER WHENEVER, IN THEIR JUDGMENT, THE BEST INTERESTS OF THE CORPORATION SHALL BE SERVED BY SUCH REMOVAL. MEMBERS OF SUCH COMMITTEE OR COMMITTEES MAY, BUT NEED NOT BE, DIRECTORS.

**SECTION 6.07. TERM OF OFFICE.**

EACH MEMBER OF A COMMITTEE SHALL CONTINUE AS SUCH UNTIL THE NEXT ANNUAL MEETING OF THE MEMBERS OF THE BOARD OF DIRECTORS AND UNTIL HIS SUCCESSOR IS APPOINTED, UNLESS THE COMMITTEE SHALL BE SOONER TERMINATED, OR UNLESS SUCH MEMBER BE REMOVED FROM SUCH COMMITTEE, OR UNLESS SUCH MEMBER SHALL CEASE TO QUALIFY AS A MEMBER THEREOF.

**SECTION 6.08. CHAIRMAN.**

ONE MEMBER OF EACH COMMITTEE SHALL BE APPOINTED CHAIRMAN BY THE PERSON OR PERSONS AUTHORIZED TO APPOINT THE MEMBERS THEREOF.

**SECTION 6.09. 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.

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**SECTION 6.10. 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.

**SECTION 6.11. RULES.**

EACH COMMITTEE MAY ADOPT RULES FOR ITS GOVERNMENT NOT INCONSISTENT WITH THESE BYLAWS OR WITH RULES ADOPTED BY THE BOARD OF DIRECTORS.

**SECTION 6.12. COMMITTEE DISSOLUTION.**

THE BOARD OF DIRECTORS MAY, IN ITS SOLE DISCRETION, DISSOLVE ANY COMMITTEE WITH OR WITHOUT CAUSE. EXCEPT FOR THE EXECUTIVE COMMITTEE, SUCH DISSOLUTION SHALL REQUIRE APPROVAL BY A MAJORITY OF THE QUORUM. THE EXECUTIVE COMMITTEE SHALL ONLY BE DISSOLVED BY APPROVAL OF SIXTY-SIX PERCENT (66%) OR MORE OF ALL MEMBERS OF THE BOARD OF DIRECTORS.

**ARTICLE SEVEN**

**CONTRACTS, CHECKS, DEPOSITS, AND GIFTS**

**SECTION 7.01. 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 BYLAWS, TO ENTER INTO ANY CONTRACT OR EXECUTE AND DELIVER ANY INSTRUMENT IN THE NAME OF AND ON BEHALF OF THE CORPORATION. SUCH AUTHORITY MAY BE GENERAL OR CONFINED TO SPECIFIC INSTANCES.

**SECTION 7.02. CHECKS AND DRAFTS, ETC.**

ALL CHECKS, DRAFTS, OR ORDERS FOR THE PAYMENT OF MONEY, NOTES, OR OTHER EVIDENCE OF INDEBTEDNESS ISSUED IN THE NAME OF THE CORPORATION SHALL BE SIGNED BY SUCH OFFICER OR OFFICERS, 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 TREASURER OR AN ASSISTANT TREASURER AND COUNTERSIGNED BY THE PRESIDENT OR A VICE PRESIDENT OF THE CORPORATION.

**SECTION 7.03. 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 DEPOSITORY AS THE BOARD OF DIRECTORS MAY SELECT.

**SECTION 7.04. 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.

BUILDING AND GROWING TOGETHER COMMUNITY DEVELOPMENT CORPORATION

**SECTION 7.05. LOANS.**

THE CORPORATION SHALL CONTRACT NO LOANS OR ISSUE ANY EVIDENCE OF INDEBTEDNESS IN ITS NAME UNLESS THE BOARD SO AUTHORIZES BY RESOLUTION.

**ARTICLE EIGHT  
BOOKS AND RECORDS**

**SECTION 8.01. BOOKS AND RECORDS**

THE CORPORATION SHALL KEEP CORRECT AND COMPLETE BOOKS AND RECORDS OF ACCOUNT OF THE ACTIVITIES AND TRANSACTIONS OF THE CORPORATION INCLUDING, A MINUTE BOOK WHICH SHALL CONTAIN A COPY OF THE CORPORATION'S APPLICATION FOR TAX-EXEMPT STATUS (IRS FORM 1023), COPIES OF THE ORGANIZATION'S IRS INFORMATION RETURN (FORM 990), AND A COPY OF THE ARTICLES OF INCORPORATION, BYLAWS, AND AMENDMENTS. THE CORPORATION SHALL ALSO KEEP MINUTES OF THE PROCEEDINGS OF ITS BOARD OF DIRECTORS AND ANY COMMITTEES HAVING THE AUTHORITY OF THE BOARD OF DIRECTORS. ALL BOOKS AND RECORDS OF THE CORPORATION MAY BE INSPECTED BY ANY DIRECTOR OR HIS AGENT OR ATTORNEY FOR ANY PROPER PURPOSE AT ANY REASONABLE TIME. REPRESENTATIVES OF THE INTERNAL REVENUE SERVICE MAY INSPECT THESE BOOKS AND RECORDS AS NECESSARY TO MEET THE REQUIREMENTS RELATING TO FEDERAL TAX FORM 990.

**ARTICLE NINE  
FISCAL YEAR**

**SECTION 9.01. FISCAL YEAR.**

THE FISCAL YEAR OF THE CORPORATION SHALL BE DETERMINED BY THE BOARD OF DIRECTORS.

**ARTICLE TEN  
SEAL**

**SECTION 10.01. SEAL.**

THE BOARD OF DIRECTORS MAY AUTHORIZE A CORPORATE SEAL.

**ARTICLE ELEVEN  
WAIVER OF NOTICE**

**SECTION 11.01. WAIVER OF NOTICE.**

WHENEVER ANY NOTICE IS REQUIRED TO BE GIVEN UNDER THE PROVISIONS OF THE TEXAS NONPROFIT CORPORATION ACT, OR UNDER THE PROVISIONS OF THE ARTICLES OF INCORPORATION, OR THE BYLAWS OF THE CORPORATION, A WAIVER THEREOF IN WRITING SIGNED BY THE PERSON, OR PERSONS, ENTITLED TO SUCH NOTICE, WHETHER BEFORE OR AFTER THE TIME THEREIN, SHALL BE DEEMED EQUIVALENT TO THE GIVING OF SUCH NOTICE.

BUILDING AND GROWING TOGETHER COMMUNITY DEVELOPMENT CORPORATION

**ARTICLE TWELVE**  
**AMENDMENTS TO BYLAWS**

**SECTION 12.01 AMENDMENTS TO BYLAWS.**

THESE BYLAWS MAY BE ALTERED, AMENDED, OR REPEALED AND NEW BYLAWS MAY BE ADOPTED BY A MAJORITY OF THE DIRECTORS PRESENT AT ANY REGULAR MEETING, OR AT ANY SPECIAL MEETING, IF AT LEAST ONE DAY'S WRITTEN NOTICE IS GIVEN OF AN INTENTION TO ALTER, AMEND, OR REPEAL THESE BYLAWS, OR TO ADOPT NEW BYLAWS AT SUCH MEETING. THESE BYLAWS MAY BE AMENDED BY THREE-FIFTHS (3/5) MAJORITY VOTE OF THE BOARD AT ANY TIME THAT A RESOLUTION IS PRESENTED AND APPROVED BY THE BOARD.

**ARTICLE XIII**  
**MISCELLANEOUS**

**SECTION 13.01. PERSON.**

WHEREVER USED OR APPEARING IN THESE BYLAWS, PRONOUNS OF THE MASCULINE GENDER SHALL INCLUDE PERSONS OF THE FEMALE SEX, AND THE SINGULAR SHALL INCLUDE THE PLURAL WHEREVER APPROPRIATE.

**SECTION 13.02. LAWS AND STATUTES.**

WHEREVER USED OR APPEARING IN THESE BYLAWS, THE WORD "LAW" OR "LAWS" OR "STATUTES", RESPECTIVELY, SHALL MEAN AND REFER TO LAWS AND STATUTES, OR LAW OR A STATUTE, OF THE STATE OF TEXAS, TO THE EXTENT ONLY THAT SUCH IS OR ARE EXPRESSLY APPLICABLE, EXCEPT WHERE OTHERWISE EXPRESSLY STATED OR THE CONTENT SO REQUIRES THAT SUCH WORDS NOT BE SO LIMITED.

**SECTION 13.03. HEADINGS.**

THE HEADINGS OF THE ARTICLES AND SECTIONS OF THESE BYLAWS ARE INSERTED FOR CONVENIENCE OF REFERENCE ONLY AND SHALL NOT BE DEEMED TO BE A PART THEREOF OR USED IN THE CONSTRUCTION OR INTERPRETATION THEREOF.

PROVIDED DURING RESUBMISSION PERIOD

BUILDING AND GROWING TOGETHER COMMUNITY DEVELOPMENT CORPORATION

**AUTHORIZATION AND ATTESTATION**

**BOARD OF DIRECTORS**

I, **FRED C. HOLLIDAY** HEREBY CERTIFY THAT THE ATTACHED HERETO IS A TRUE AND CORRECT COPY OF THE ORIGINAL BYLAWS OF **BUILDING AND GROWING TOGETHER COMMUNITY DEVELOPMENT CORPORATION**, WHICH BYLAWS HAVE NOT BEEN AMENDED, MODIFIED, OR REVOKED, HAVE BEEN APPROVED BY THE MAJORITY OF DIRECTORS IN OFFICE AND ARE IN FULL FORCE AND EFFECT ON THE DATE HEREOF.

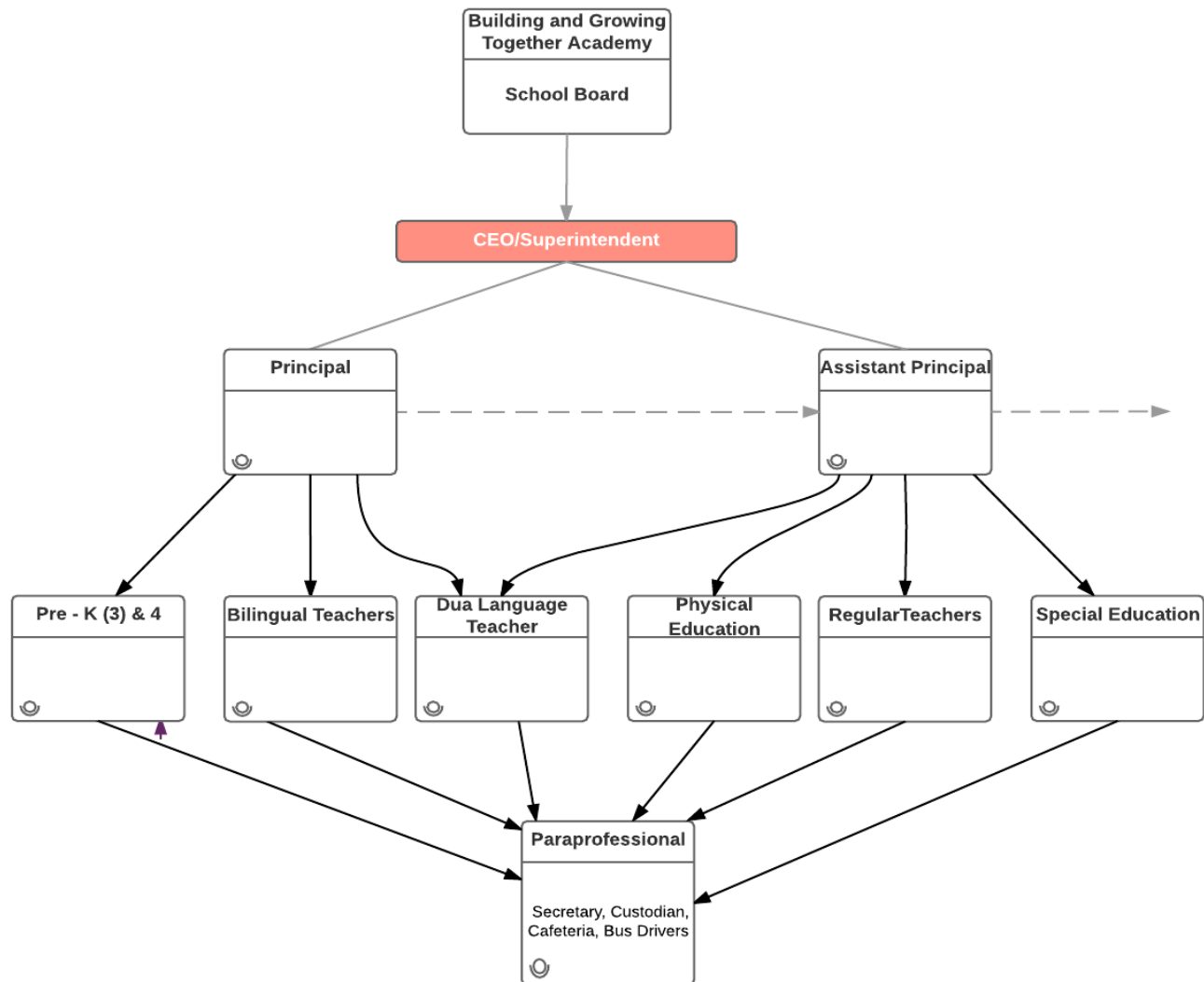
IN WITNESS WHEREOF, I HAVE HEREUNTO SUBSCRIBED MY NAME THIS

29TH DAY OF NOVEMBER, 2002

  
**FRED C. HOLLIDAY, PRESIDENT**

# ATTACHMENT O1 - ORGANIZATIONAL CHART

PROVIDED DURING RESUBMISSION PERIOD



## Statement of Activity

There is no activity at this time.

**PROVIDED DURING RESUBMISSION PERIOD**

## Statement of Cash Flow

The cash flow is 0 at this time.

**PROVIDED DURING RESUBMISSION PERIOD**

## Attachment F4 – Audit Report

Building and Growing Together Community Development was developed in 2002. There is no audit report at this time and the 501 (c) (3) has currently expired. The 501 (c)(3) is in the process of being reinstated.

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

The sponsoring entity was incorporated before January 1, 2015. Building and Growing Together Community Development was developed in 2002. There is no credit report at this time and the 501 (c) (3) has currently expired. The 501 (c)(3) is in the process of being reinstated.

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 Form 990

Building and Growing Together Community Development was developed in 2002. There is no Form 990 at this time and the 501 (c) (3) has currently expired. The 501 (c)(3) is in the process of being reinstated.

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."

**Attachment F7 – Evidence of other Financial Support**

“The applicant has no documents in response to this attachment.”

ARTICLES OF INCORPORATION AND ARTICLES OF AMENDMENT

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.

## Attachment G2 – 501 (c)(3) Articles of Incorporation

The original articles of Incorporation are attached. It is currently being updated at this time.  
Building and Growing Together Community Development was developed in 2002.

Corporations Section  
P.O.Box 13697  
Austin, Texas 78711-3697



Gwyn Dineen  
Secretary of State

## Office of the Secretary of State

September 12, 2002

JAMES CHESTNUT & ASSOCIATES  
15510 TEAL PARK DR  
Humble, TX 77396 USA

RE: BUILDING AND GROWING TOGETHER COMMUNITY DEVELOPMENT CORPORATION  
File Number: 800122179

It has been our pleasure to file the articles of incorporation and issue the enclosed certificate of incorporation evidencing the existence of the newly created corporation.

Corporations organized under the Texas Non-Profit Corporation Act do not automatically qualify for an exemption from federal and state taxes. Shortly, the Comptroller of Public Accounts will be contacting the corporation at its registered office for information that will assist the Comptroller in setting up the franchise tax account for the corporation. If you need to contact the Comptroller about franchise taxes or exemption therefrom, you may contact the agency by calling (800) 252-1381, by e-mail to [tax\\_help@cpa.state.tx.us](mailto:tax_help@cpa.state.tx.us) or by writing P. O. Box 13528, Austin, TX 78711-3528. Telephone questions regarding other business taxes, including sales taxes, should be directed to (800) 252-5555. Information on exemption from federal taxes is available from the Internal Revenue Service.

Non-profit corporations do not file annual reports with the Secretary of State, but do file a report not more often than once every four years as requested by the Secretary. It is important for the corporation to continuously maintain a registered agent and office in Texas as this is the address to which the Secretary of State will send a request to file a periodic report. Failure to maintain a registered agent or office in Texas, failure to file a change to the agent or office information, or failure to file a report when requested may result in involuntary dissolution of the corporation. Additionally, a non-profit corporation will file documents with the Secretary of State if the corporation needs to amend one of the provisions in its articles of incorporation.

If we can be of further service at any time, please let us know.

Sincerely,

Corporations Section  
Statutory Filings Division  
(512) 463-5555  
Enclosure

*Page 116*

PHONE(512) 463-5555  
Prepared by: Jean Marchione

Come visit us on the internet at <http://www.sos.state.tx.us/>  
FAX(512) 463-5709

TTY7-1-1

Incorporations Section  
P.O. Box 13697  
Austin, Texas 78711-3697



Gwyn Shea  
Secretary of State

## Office of the Secretary of State

### CERTIFICATE OF INCORPORATION OF

BUILDING AND GROWING TOGETHER COMMUNITY DEVELOPMENT  
CORPORATION  
Filing Number: 800122179

The undersigned, as Secretary of State of Texas, hereby certifies that Articles of Incorporation for the above named corporation have been received in this office and have been found to conform to law.

Accordingly, the undersigned, as Secretary of State, and by virtue of the authority vested in the Secretary by law, hereby issues this Certificate of Incorporation.

Issuance of this Certificate of Incorporation 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: 09/10/2002

Effective: 09/10/2002



A handwritten signature in cursive script that reads "Gwyn Shea".

Gwyn Shea  
Secretary of State

PHONE(512) 463-5555  
Prepared by: Jean Marchione

Come visit us on the internet at <http://www.sos.state.tx.us/>  
FAX(512) 463-5709

TTY7-1-1

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**ARTICLE SIX**

IN ACCORDANCE WITH AND IN ADDITION TO THE POWERS CONFERRED BY THE LAWS OF THE STATE OF TEXAS, THE NONPROFIT CORPORATION SHALL HAVE THE FOLLOWING POWERS:

- A. TO RECEIVE AND ACCEPT GIFTS OF MONEY AND PROPERTY AND TO HOLD THE SAME FOR ANY OF THE PURPOSES OF THE CORPORATION AND ITS WORK.
- B. TO RAISE AND ASSIST IN RAISING FUNDS FOR THE PURPOSES HEREIN SET FORTH, INCLUDING THE ISSUANCE OF BONDS OR OTHER INSTRUMENTS OF CREDIT.
- C. TO ACQUIRE, OWN, LEASE, MORTGAGE AND DISPOSE OF PROPERTY BOTH REAL AND PERSONAL.

**ARTICLE SEVEN**

THIS ORGANIZATION IS NOT A PRIVATE FOUNDATION AND IS SPECIFICALLY INCLUDED IN SECTION 509(A)(1) OF THE INTERNAL REVENUE CODE AS A PUBLICLY SUPPORTED CHARITABLE ORGANIZATION, PROVIDING A DIRECT SERVICE TO THE GENERAL PUBLIC AND ACTIVELY FUNCTIONING IN A SUPPORTING RELATIONSHIP TO OTHER 501(C)(3) ORGANIZATIONS. THE ORGANIZATION SHALL ALSO NORMALLY SEEK TO RECEIVE AT LEAST ONE-THIRD OF ITS TOTAL SUPPORT FROM CONTRIBUTIONS MADE DIRECTLY OR INDIRECTLY BY THE GENERAL PUBLIC, AND CONTRIBUTIONS FROM THESE SOURCES SHALL BE SUBSTANTIAL. THE ORGANIZATION SHALL SEEK TO ATTRACT NEW AND ADDITIONAL PUBLIC AND/OR GOVERNMENTAL SUPPORT ON A CONTINUOUS BASIS, THUS PROVIDING SEED MONEY SUFFICIENT TO ENABLE IT TO FUND ITS CHARITABLE ACTIVITIES AND EXPAND ITS SOLICITATION PROGRAM.

**ARTICLE EIGHT**

THIS CORPORATION IS NOT ORGANIZED FOR THE PECUNIARY PROFIT OF ITS TRUSTEES, OFFICERS, OR MEMBERS, NOR MAY IT ISSUE STOCK, NOR DISTRIBUTE DIVIDENDS, AND NO PART OF THE PROPERTY OF THIS CORPORATION OR THE INCOME THEREFROM SHALL INURE TO THE BENEFIT OF ANY MEMBER, TRUSTEE, DIRECTOR, OFFICER OF THE CORPORATION, OR ANY PRIVATE INDIVIDUAL EXCEPT THAT THE CORPORATION SHALL BE AUTHORIZED AND EMPOWERED TO PAY REASONABLE COMPENSATION FOR SERVICES RENDERED AND TO MAKE PAYMENTS AND DISTRIBUTIONS IN FURTHERANCE OF THE PURPOSES SET FORTH IN ARTICLE FIVE HEREOF. NO SUBSTANTIAL PART OF THE ACTIVITIES OF THE CORPORATION SHALL BE THE CARRYING ON OF PROPAGANDA, OR OTHERWISE ATTEMPTING TO INFLUENCE LEGISLATION, AND THE CORPORATION SHALL NOT PARTICIPATE IN, OR INTERVENE IN (INCLUDING THE PUBLISHING OR DISTRIBUTION OF STATEMENTS) ANY POLITICAL CAMPAIGN ON BEHALF OF OR IN OPPOSITION TO ANY CANDIDATE FOR PUBLIC OFFICE. NOTWITHSTANDING ANY OTHER PROVISION OF THESE ARTICLES, THE CORPORATION SHALL NOT CARRY ON ANY OTHER ACTIVITIES NOT PERMITTED TO BE CARRIED ON (A) BY A CORPORATION EXEMPT FROM FEDERAL INCOME TAX UNDER SECTION 501 (C) (3) OF THE INTERNAL REVENUE CODE (OR THE CORRESPONDING PROVISION OF ANY FUTURE UNITED STATES INTERNAL REVENUE LAW)

SEP 10 2002

**ARTICLES OF INCORPORATION  
OF**

Corporations Section

**BUILDING AND GROWING TOGETHER COMMUNITY DEVELOPMENT CORPORATION**

WE, THE UNDERSIGNED PERSONS OVER THE AGE OF EIGHTEEN (18) YEARS OR MORE, ARE CITIZENS OF THE STATE OF TEXAS, ACTING AS INCORPORATORS OF A NON-PROFIT CORPORATION UNDER THE NON-PROFIT CORPORATION LAWS OF THE STATE OF TEXAS. DO HEREBY ADOPT THE FOLLOWING ARTICLES OF INCORPORATION FOR SUCH CORPORATION. THE FOLLOWING ARTICLES OF INCORPORATION WERE ADOPTED BY MEMBERS OF THE INITIAL BOARD OF TRUSTEES.

**ARTICLE ONE**

THE NAME OF THE CORPORATION IS "BUILDING AND GROWING TOGETHER COMMUNITY DEVELOPMENT CORPORATION"

**ARTICLE TWO**

THE CORPORATION IS A NON-PROFIT CORPORATION.

**ARTICLE THREE**

THE STREET ADDRESS OF THE INITIAL REGISTERED OFFICE OF THE CORPORATION IS 9707 NORTH WAYSIDE DRIVE, HOUSTON, TEXAS 77078, AND THE NAME OF ITS INITIAL REGISTERED AGENT AT SUCH ADDRESS IS FRED C. HOLLIDAY.

**ARTICLE FOUR**

THE PERIOD OF ITS DURATION IS PERPETUAL.

**ARTICLE FIVE**

THE PURPOSE FOR WHICH THE CORPORATION IS ORGANIZED IS: TO DEVOTE AND APPLY THE ASSETS AND/OR PROPERTY OF THE CORPORATION AND THE INCOME TO BE DERIVED THEREFROM EXCLUSIVELY FOR CHARITABLE PURPOSES WITHIN THE MEANING OF THE SECTION 501 (C) (3) OF THE INTERNAL REVENUE CODE, AS AMENDED, INCLUDING FOR SUCH PURPOSES, THE MAKING OF DISTRIBUTIONS TO ORGANIZATIONS THAT QUALIFY AS EXEMPT ORGANIZATIONS UNDER SECTION 501 (C) (3) OF THE INTERNAL REVENUE CODE (OR THE CORRESPONDING PROVISION OF ANY FUTURE UNITED STATES INTERNAL REVENUE LAW). NO PART OF THE NET EARNINGS OF THIS ORGANIZATION SHALL INURE TO THE BENEFIT OF ANY SHAREHOLDER OR PRIVATE PERSON OTHER THAN AS REASONABLE COMPENSATION FOR SERVICES RENDERED TO THE ORGANIZATION.

BUILDING AND GROWING TOGETHER COMMUNITY DEVELOPMENT CORPORATION

OR (B) BY A CORPORATION, CONTRIBUTIONS TO WHICH ARE DEDUCTIBLE UNDER SECTION 170 (C) (2) OF THE INTERNAL REVENUE CODE (OR THE CORRESPONDING PROVISION OF ANY FUTURE UNITED STATES INTERNAL REVENUE LAW) OR (C) NOR SHALL THIS CORPORATION OPERATE OR CONDUCT ANY BUSINESS FOR ANY PURPOSE PROHIBITED BY THE TEXAS NON-PROFIT CORPORATION ACT AS THE SAME NOW EXISTS OR AS IT MAY HERINAFTER BE AMENDED.

ARTICLE NINE

UPON DISSOLUTION OF THE CORPORATION, THE BOARD OF TRUSTEES SHALL, AFTER PAYING OR MAKING PROVISIONS FOR THE PAYMENT OF ALL THE LIABILITIES OF THE CORPORATION, DISPOSE OF ALL THE ASSETS OF THE CORPORATION EXCLUSIVELY FOR THE PURPOSES OF THE CORPORATION IN SUCH MANNER, OR TO SUCH ORGANIZATION OR PURPOSES AS SHALL AT THE TIME QUALIFY FOR CHARITABLE, EDUCATIONAL, RELIGIOUS, OR SCIENTIFIC PURPOSES AS SHALL AT THE TIME QUALIFY AS AN EXEMPT ORGANIZATION OR ORGANIZATIONS UNDER SECTION 501 (C) (3) OF THE INTERNAL REVENUE CODE OF 1986 (OR CORRESPONDING PROVISION OF ANY FUTURE UNITED STATES INTERNAL REVENUE LAW), AS THE BOARD OF TRUSTEES SHALL DETERMINE. ANY SUCH ASSETS NOT SO DISPOSED OF SHALL BE DISPOSED OF BY THE COURT OF COMMON PLEAS OF THE COUNTY IN WHICH THE PRINCIPAL OFFICE OF THE CORPORATION IS THEN LOCATED, EXCLUSIVELY FOR SUCH PURPOSES OR TO SUCH ORGANIZATION OR ORGANIZATIONS, AS SAID COURT SHALL DETERMINE, WHICH ARE ORGANIZED AND OPERATED EXCLUSIVELY FOR SUCH PURPOSES.

ARTICLE TEN

THE MINIMUM NUMBER OF TRUSTEES CONSTITUTING THE INITIAL BOARD OF TRUSTEES SHALL BE THREE (3). THE NAMES AND ADDRESSES OF THE PERSONS WHO ARE TO SERVE AS THE INITIAL TRUSTEES ARE AS FOLLOWS:

FRED C. HOLLIDAY	8021 LOCKSLEY	OUSTON, TEXAS 77078
REGGIE HOLIDAY	8914 WINDING RIVER	HOUSTON, TEXAS 77088
ALBRA HOLLIDAY	8021 LOCKSLEY	HOUSTON, TEXAS 77078
OTIS CUNNINGHAM	77 MUTT YOUNG RD	HUNTSVILLE, TEXAS 77320
JEWEL COMPTON	8450 CLAIBORNE	HOUSTON, TEXAS 77078
RUBY WILLIAMS	6203 ANTHA	HOUSTON, TEXAS 77016
KATIE STEVENS	8609 SHOTWELL	HOUSTON, TEXAS 77016
TRACEY HARDEMON	7915 MATSON STREET	HOUSTON, TEXAS 77078
YVONNE GIBBS	14310 FLAIR DRIVE	HOUSTON, TEXAS 77049
CURTIS OWENS	10515 ENVOY STREET	HOUSTON, TEXAS 77016
DAWN MALONE	8418 CABOT	HOUSTON, TEXAS 77078
JAMES TURNER	9722 HADDICK	HOUSTON, TEXAS 77078

ARTICLE ELEVEN

THE NAME AND ADDRESS OF THE INCORPORATOR IS AS FOLLOWS:

FRED C. HOLLIDAY      8021 LOCKSLEY      HOUSTON, TEXAS 77078

IN WITNESS WHEREOF, I HAVE HEREUNTO SUBSCRIBED MY NAME THIS

22nd DAY OF JULY, 2002

*Fred C. Holliday*  
FRED C. HOLLIDAY, INCORPORATOR

Provide the following:

The original bylaws of the sponsoring entity including any and all amendments made to the original document.

### Attachment G3 – Organization Bylaws

Organization Bylaws are attached. The bylaws may be updated after the 501 (c)(3) is reinstated.

**BYLAWS**  
**OF**  
**BUILDING AND GROWING TOGETHER COMMUNITY DEVELOPMENT CORPORATION**  
**A NON-PROFIT CORPORATION**  
**IN THE STATE OF TEXAS**

**ARTICLE ONE**  
**OFFICES**

**PRINCIPAL OFFICE**

**SECTION 1.1.** THE PRINCIPAL OFFICE OF THE CORPORATION IN THE STATE OF TEXAS SHALL BE LOCATED IN THE CITY OF **HOUSTON**, COUNTY OF **HARRIS**. THE CORPORATION MAY HAVE SUCH OTHER OFFICES, EITHER WITHIN OR WITHOUT THE STATE OF TEXAS, AS THE BOARD OF DIRECTORS MAY DETERMINE OR AS THE AFFAIRS OF THE CORPORATION MAY REQUIRE FROM TIME TO TIME.

**REGISTERED OFFICE AND REGISTERED AGENT**

**SECTION 1.2.** 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, AND 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.

**ARTICLE TWO**  
**PURPOSE**

**SECTION 2.01. ORGANIZATIONAL PURPOSE.** THE CORPORATION IS ORGANIZED FOR THE FOLLOWING CHARITABLE PURPOSES:

- A. TO PROMOTE EDUCATIONAL DEVELOPMENT.
- B. THE CONDUCTING OF DISCUSSION GROUPS, FORUMS, PANELS, LECTURES, OR
- C. OTHER SIMILAR PROGRAMS FOR THE BENEFIT OF ITS MEMBERS.
- D. RELIEF OF THE POOR, THE DISTRESSED, OR THE UNDERPRIVILEGED.
- E. COMBATING COMMUNITY DETERIORATION AND JUVENILE DELINQUENCY.

BUILDING AND GROWING TOGETHER COMMUNITY DEVELOPMENT CORPORATION

NO PART OF THE NET EARNINGS OF THE CORPORATION SHALL INURE TO THE BENEFIT OF ANY DIRECTOR OF THE CORPORATION, OFFICER OF THE CORPORATION, OR ANY PRIVATE INDIVIDUAL (EXCEPT THAT REASONABLE COMPENSATION MAY BE PAID FOR SERVICES RENDERED TO OR FOR THE CORPORATION AFFECTING ONE OR MORE OF ITS PURPOSES), 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 CAMPAIGNING ON BEHALF OF ANY CANDIDATE FOR PUBLIC OFFICE.

NOTWITHSTANDING ANY OTHER PROVISION OF THESE BYLAWS, THE CORPORATION SHALL NOT CONDUCT OR CARRY ON ANY ACTIVITIES NOT PERMITTED TO BE CONDUCTED OR CARRIED ON BY AN ORGANIZATION EXEMPT FROM TAXATION UNDER SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE AND ITS REGULATIONS AS 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 INTERNAL REVENUE CODE AND REGULATIONS, AS THEY NOW EXIST OR AS THEY MAY HEREAFTER BE AMENDED.

THIS ORGANIZATION IS NOT A PRIVATE FOUNDATION AND IS SPECIFICALLY INCLUDED IN SECTION 509(A)(1) OF THE INTERNAL REVENUE CODE AS A PUBLICLY SUPPORTED CHARITABLE ORGANIZATION, PROVIDING A DIRECT SERVICE TO THE GENERAL PUBLIC, AND ACTIVELY FUNCTIONING IN A SUPPORTING RELATIONSHIP TO OTHER 501(C)(3) ORGANIZATIONS. THE ORGANIZATION SHALL ALSO NORMALLY SEEK TO RECEIVE AT LEAST ONE-THIRD OF ITS TOTAL SUPPORT FROM CONTRIBUTIONS MADE DIRECTLY OR INDIRECTLY BY THE GENERAL PUBLIC, AND CONTRIBUTIONS FROM THESE SOURCES SHALL BE SUBSTANTIAL. THE ORGANIZATION SHALL SEEK TO ATTRACT NEW AND ADDITIONAL PUBLIC AND/OR GOVERNMENTAL SUPPORT ON A CONTINUOUS BASIS, THUS PROVIDING SEED MONEY SUFFICIENT TO ENABLE IT TO FUND ITS CHARITABLE ACTIVITIES AND EXPAND ITS SOLICITATION PROGRAM.

IN THE EVENT OF THE DISSOLUTION OF THIS CORPORATION, OR IN THE EVENT IT SHALL CEASE TO CARRY OUT THE OBJECTIVES AND PURPOSES HEREIN SET FORTH, ALL OF THE BUSINESS, PROPERTY AND ASSETS OF THE CORPORATION SHALL GO AND BE DISTRIBUTED TO SUCH NONPROFIT CORPORATION QUALIFYING AS AN ORGANIZATION EXEMPT UNDER THE PROVISIONS OF SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE, AS AMENDED, OR ANY SUPERSEDING STATUTE THEREOF, AND AS AN ORGANIZATION QUALIFYING AS A PUBLIC CHARITY UNDER THE PROVISIONS OF SECTION 509(A)(1) OR 509(A)(2) OF THE INTERNAL REVENUE CODE, AS AMENDED OR ANY SUPERSEDING STATUTE, AS THE DIRECTORS OR TRUSTEES OF THE CORPORATION MAY SELECT AND DESIGNATE; AND IN NO EVENT SHALL ANY OF SAID ASSETS OR PROPERTY, IN THE EVENT OF DISSOLUTION THEREOF, GO OR BE DISTRIBUTED TO MEMBERS, EITHER FOR THE REIMBURSEMENT OF ANY SUM SUBSCRIBED, DONATED OR CONTRIBUTED BY SUCH MEMBERS, OR FOR ANY OTHER SUCH PURPOSE. ANY SUCH ASSETS NOT SO DISPOSED OF

BUILDING AND GROWING TOGETHER COMMUNITY DEVELOPMENT CORPORATION

SHALL BE DISPOSED OF BY THE DISTRICT COURT OF THE COUNTY IN WHICH THE PRINCIPAL OFFICE OF THE CORPORATION IS LOCATED, EXCLUSIVELY FOR SUCH PURPOSES, OR THE ORGANIZATIONS AS SAID COURT SHALL DETERMINE, WHICH ARE ORGANIZED AND OPERATED EXCLUSIVELY FOR SUCH PURPOSES.

**ARTICLE THREE**  
**MEMBERS**

**SECTION 3.01. MEMBERS.**

THE CORPORATION SHALL HAVE NO VOTING MEMBERS.

**ARTICLE FOUR**  
**BOARD OF DIRECTORS**

**SECTION 4.01. GENERAL POWERS & QUALIFICATIONS.**

THE CORPORATE AFFAIRS OF THE CORPORATION SHALL BE GOVERNED BY ITS BOARD OF DIRECTORS.

**SECTION 4.02. AGE, NUMBER, TENURE.**

EACH DIRECTOR SHALL BE AT LEAST 18 YEARS OF AGE, AND SHALL BE A MEMBER OF THE CORPORATION DURING HIS DIRECTORSHIP. THE INITIAL BOARD OF DIRECTORS SHALL CONSIST OF AT LEAST THREE PERSONS. THE ENTIRE BOARD SHALL BE NO LESS THAN THREE AT ANY TIME. SUBJECT TO THE FOREGOING, THE NUMBER OF THE BOARD OF DIRECTORS MAY BE FIXED FROM TIME TO TIME BY ACTION OF THE DIRECTORS, PROVIDED THAT ANY ACTION BY THE BOARD OF DIRECTORS TO EFFECT SUCH INCREASE OR DECREASE SHALL REQUIRE THE VOTE OF A MAJORITY OF THE ENTIRE BOARD OF DIRECTORS. NO DECREASE SHALL SHORTEN THE TERM OF ANY DIRECTORS THEN IN OFFICE.

THE FIRST BOARD OF DIRECTORS SHALL CONSIST OF THOSE PERSONS ELECTED BY THE INCORPORATORS OR NAMED AS THE INITIAL BOARD OF DIRECTORS IN THE CERTIFICATE OF INCORPORATION OF THE CORPORATION, AND THEY SHALL HOLD OFFICE UNTIL THE FIRST ANNUAL MEETING OF THE BOARD.

THERE SHALL BE NO DUES, PAYING MEMBERS, OR MEMBERSHIP FEES. ALL SERVICES AND INFORMATION SHALL BE MADE AVAILABLE TO THE INTERESTED PUBLIC WITHOUT COST, ALTHOUGH DONATIONS WILL BE ACCEPTED, ALONG WITH GIFTS AND CONTRIBUTIONS DIRECTLY OR INDIRECTLY GIVEN BY THE GENERAL PUBLIC.

THIS ORGANIZATION SHALL OPERATE AS A PUBLICLY SUPPORTED CHARITY AS DESCRIBED IN THE INTERNAL REVENUE CODE SECTION 509 (A) (1) HAVING BROAD PUBLIC SUPPORT AND ACTIVELY FUNCTIONING IN A SUPPORTING RELATIONSHIP TO OTHER 501 (C) (3) ORGANIZATIONS.

THE ORGANIZATION **WILL NOT** LIMIT ITS ACTIVITIES TO A PARTICULAR COMMUNITY OR REGION OR TO A SPECIAL FIELD THAT COULD BE EXPECTED TO APPEAL TO A LIMITED NUMBER OF PERSONS.

THE ORGANIZATION SHALL PROVIDE, FOR THE BENEFIT OF THE GENERAL PUBLIC, INFORMATION ON A CONTINUING BASIS THROUGH AFFILIATED 501 (C) (3) ORGANIZATIONS THAT WILL OUTLINE SERVICES AVAILABLE FROM THE ORGANIZATION AS DESCRIBED IN THE BYLAWS.

THE ORGANIZATION SHALL SPONSOR, AS NEEDED, CONFERENCES AND PROGRAMS PRESENTED BY MEMBERS OF THE PUBLIC HAVING SPECIAL KNOWLEDGE OR EXPERTISE OF SUBJECTS OF GENERAL INTEREST, AND ON A VARIETY OF TOPICS DECIDED UPON BY A COMMITTEE SO SELECTED FOR THAT PURPOSE.

**SECTION 4.03. REGULAR MEETINGS.**

THE BOARD OF DIRECTORS SHALL PROVIDE FOR, BY RESOLUTION, THE TIME AND PLACE, EITHER WITHIN OR WITHOUT THE STATE OF TEXAS, FOR THE HOLDING OF THE REGULAR ANNUAL MEETING(S) OF THE BOARD, AND MAY PROVIDE, BY RESOLUTION, THE TIME AND PLACE FOR THE HOLDING OF ADDITIONAL REGULAR MEETINGS OF THE BOARD, WITHOUT OTHER NOTICE THAN SUCH RESOLUTION. HOWEVER, THERE SHALL NEVER BE LESS THAN ONE ANNUAL MEETING OF THE BOARD OF DIRECTORS.

**SECTION 4.04. ANNUAL MEETINGS.**

BEGINNING IN THE YEAR OF INCORPORATION, AN ANNUAL MEETING OF THE BOARD OF DIRECTORS SHALL BE HELD AT THE DATE, TIME AND PLACE DETERMINED BY THE BOARD OF DIRECTORS.

**SECTION 4.05. SPECIAL MEETINGS.**

SPECIAL MEETINGS OF THE BOARD OF DIRECTORS MAY BE CALLED BY OR AT THE REQUEST OF THE CHAIRMAN, PRESIDENT, OR ANY TWO DIRECTORS. THE PERSON OR PERSONS AUTHORIZED TO CALL SPECIAL MEETINGS OF THE BOARD MAY FIX ANY PLACE, EITHER WITHIN OR WITHOUT THE STATE OF TEXAS, AS THE PLACE FOR HOLDING ANY SPECIAL MEETINGS OF THE BOARD CALLED BY THEM.

**SECTION 4.06. MEETINGS UTILIZING ELECTRONIC MEDIA.**

MEMBERS OF THE BOARD OF DIRECTORS OR MEMBERS OF ANY COMMITTEE DESIGNATED BY THE BOARD OF DIRECTORS MAY PARTICIPATE IN AND HOLD A MEETING OF THAT BOARD OR COMMITTEE, RESPECTIVELY, BY MEANS OF CONFERENCE TELEPHONE OR SIMILAR COMMUNICATION EQUIPMENT, PROVIDED THAT ALL PERSONS PARTICIPATING IN SUCH A MEETING SHALL CONSTITUTE PRESENCE IN PERSON AT SUCH MEETING, EXCEPT WHERE A PERSON PARTICIPATES IN THE MEETING FOR THE EXPRESS PURPOSE OF OBJECTING TO THE TRANSACTION OF ANY BUSINESS ON THE GROUND THAT THE MEETING IS NOT LAWFULLY CREATED.

**SECTION 4.07. NOTICE.**

NOTICE OF ANY SPECIAL MEETING OF THE BOARD OF DIRECTORS SHALL BE GIVEN AT LEAST ONE (1) DAY PREVIOUSLY THERETO BY ORAL OR WRITTEN NOTICE DELIVERED

PERSONALLY OR SENT BY MAIL OR TELEGRAM TO EACH DIRECTOR AT HIS ADDRESS AS SHOWN BY THE RECORDS OF THE CORPORATION. IF MAILED, SUCH NOTICE SHALL BE DEEMED TO BE DELIVERED WHEN DEPOSITED IN THE UNITED STATES MAIL SO ADDRESSED WITH POSTAGE THEREON PREPAID. IF NOTICE BE GIVEN BY TELEGRAM, SUCH NOTICE SHALL BE DEEMED TO BE DELIVERED WHEN THE TELEGRAM IS DELIVERED TO THE TELEGRAM COMPANY. ANY DIRECTOR MAY WAIVE NOTICE OF ANY MEETING. THE ATTENDANCE OF A DIRECTOR AT ANY MEETING SHALL CONSTITUTE A WAIVER OF NOTICE OF SUCH MEETING, EXCEPT WHEN A DIRECTOR ATTENDS A MEETING FOR THE EXPRESS PURPOSE OF OBJECTING TO THE TRANSACTION OF ANY BUSINESS BECAUSE THE MEETING IS NOT LAWFULLY CALLED OR CONVENED. NEITHER THE BUSINESS TO BE TRANSACTED AT, NOR THE PURPOSE OF, A REGULAR OR SPECIAL MEETING OF THE BOARD NEED BE SPECIFIED IN THE NOTICE OR WAIVER OF NOTICE OF SUCH MEETING, UNLESS SPECIFICALLY REQUIRED BY LAW OR BY THESE BYLAWS.

**SECTION 4.08. QUORUM.**

A MAJORITY OF THE BOARD OF DIRECTORS, BUT NEVER LESS THAN THREE (3), SHALL CONSTITUTE A QUORUM FOR THE TRANSACTION OF BUSINESS AT ANY MEETING OF THE BOARD, BUT IF LESS THAN A QUORUM OF THE DIRECTORS IS PRESENT AT SAID MEETING, A MAJORITY OF THE DIRECTORS PRESENT MAY ADJOURN THE MEETING FROM TIME TO TIME WITHOUT FURTHER NOTICE.

**SECTION 4.09. MANNER OF ACTING.**

THE ACT OF A MAJORITY OF THE DIRECTORS PRESENT AT A MEETING, AT WHICH A QUORUM IS PRESENT, SHALL BE THE ACT OF THE BOARD OF DIRECTORS, UNLESS THE ACT OF A GREATER NUMBER IS REQUIRED BY LAW OR BY THESE BYLAWS.

**SECTION 4.10. VACANCIES.**

ANY VACANCY OCCURRING IN THE BOARD OF DIRECTORS, AND ANY DIRECTORSHIP TO BE FILLED BY REASON OF AN INCREASE IN THE NUMBER OF DIRECTORS, SHALL BE FILLED BY THE BOARD OF DIRECTORS. A DIRECTOR ELECTED TO FILL A VACANCY SHALL BE ELECTED FOR THE UNEXPIRED TERM OF HIS PREDECESSOR IN OFFICE.

**SECTION 4.11. COMPENSATION.**

DIRECTORS AS SUCH SHALL NOT RECEIVE ANY STATED SALARIES FOR THEIR SERVICES, BUT BY RESOLUTION OF THE BOARD OF DIRECTORS A FIXED SUM AND EXPENSES OF ATTENDANCE, IF ANY, MAY BE ALLOWED FOR ATTENDANCE AT EACH REGULAR OR SPECIAL MEETING OF THE BOARD, BUT NOTHING HEREIN CONTAINED SHALL BE CONSTRUED TO PRECLUDE ANY DIRECTOR FROM SERVING THE CORPORATION IN ANY OTHER CAPACITY AND RECEIVING COMPENSATION THEREFOR.

**SECTION 4.12. INFORMAL ACTION BY DIRECTORS.**

ANY ACTION REQUIRED BY LAW TO BE TAKEN AT A MEETING OF DIRECTORS, OR ANY ACTION WHICH MAY BE TAKEN AT A MEETING OF DIRECTORS, MAY BE TAKEN WITHOUT A MEETING IF A CONSENT IN WRITING, SETTING FORTH THE ACTION SO TAKEN SHALL BE SIGNED BY ALL THE DIRECTORS.

**SECTION 4.13. RESIGNATION.**

ANY DIRECTOR MAY RESIGN BY GIVING WRITTEN NOTICE TO THE PRESIDENT. THE RESIGNATION SHALL BE EFFECTIVE AT THE NEXT CALLED MEETING OF THE BOARD OF DIRECTORS.

**SECTION 4.14. REMOVAL.**

ANY DIRECTOR MAY BE REMOVED WITH OR WITHOUT CAUSE BY A MAJORITY OF THE REMAINING DIRECTORS.

**SECTION 4.15. PROXIES.**

AT ANY MEETING OF THE BOARD, A DIRECTOR MAY VOTE IN PERSON OR BY PROXY EXECUTED IN WRITING. A PROXY SHALL BE VALID FOR THREE MONTHS FROM DATE OF EXECUTION. SUCH PROXY SHALL BE INVALIDATED IF THAT DIRECTOR IS PRESENT AND ELECTS TO CAST HIS OWN VOTE.

**SECTION 4.16. INDEMNIFICATION.**

THE CORPORATION MAY INDEMNIFY TO THE MAXIMUM EXTENT PERMISSIBLE UNDER ARTICLE 1396-2.22A OF THE TEXAS NONPROFIT CORPORATION ACT, ANY DIRECTOR, OFFICER, EMPLOYEE, AND AGENT OR FORMER DIRECTOR, OFFICER, EMPLOYEE OF THE CORPORATION, AGAINST ALL COST AND EXPENSES, INCLUDING, BUT NOT LIMITED TO ATTORNEY'S FEES, ACTUALLY AND NECESSARILY INCURRED BY HIM IN CONNECTION WITH THE DEFENSE OF ANY ACTION, SUIT, OR PROCEEDING IN WHICH HE IS MADE A PARTY BY REASON OF BEING OR HAVING BEEN SUCH DIRECTOR, OFFICER EMPLOYEE OR AGENT, EXCEPT IN RELATION TO MATTERS AS TO WHICH HE SHALL BE ADJUDGED IN SUCH ACTION, SUIT OR PROCEEDING TO BE LIABLE FOR GROSS NEGLIGENCE OR INTENTIONAL MISCONDUCT, AS DEFINED UNDER ARTICLE 1396-2.22A OF THE TEXAS NONPROFIT CORPORATION ACT. THE CORPORATION SHALL HAVE THE POWER TO PURCHASE AND MAINTAIN, AT ITS COST AND EXPENSE, INSURANCE ON BEHALF OF SUCH PERSONS.

**ARTICLE FIVE**

**OFFICERS**

**SECTION 5.01. OFFICERS.**

THE OFFICERS OF THE CORPORATION MAY BE A CHAIRMAN OF THE BOARD, PRESIDENT, ONE OR MORE VICE PRESIDENTS (THE NUMBER THEREOF TO BE DETERMINED BY THE BOARD OF DIRECTORS), A SECRETARY, A TREASURER, AND SUCH OTHER OFFICERS AS MAY BE ELECTED IN ACCORDANCE WITH THE PROVISIONS OF THIS ARTICLE. THE BOARD OF DIRECTORS MAY ELECT OR APPOINT SUCH OTHER OFFICERS, INCLUDING ONE OR MORE ASSISTANT SECRETARIES AND ONE OR MORE ASSISTANT TREASURERS, AS IT SHALL DEEM DESIRABLE, SUCH OFFICERS, TO HAVE THE AUTHORITY AND PERFORM THE DUTIES PRESCRIBED, FROM TIME TO TIME, BY THE BOARD OF DIRECTORS. ANY TWO OR MORE OFFICES MAY BE HELD BY THE SAME PERSON, EXCEPT THE OFFICES OF PRESIDENT, SECRETARY AND TREASURER.

**SECTION 5.02. ELECTION AND TERM OF OFFICE.**

THE OFFICERS OF THE CORPORATION SHALL BE ELECTED ANNUALLY BY THE BOARD OF DIRECTORS AT THE REGULAR ANNUAL MEETING OF THE BOARD OF DIRECTORS. IF THE ELECTION OF OFFICERS SHALL NOT BE HELD AT SUCH MEETING, SUCH ELECTION SHALL BE HELD AS SOON THEREAFTER AS CONVENIENTLY MAY BE. NEW OFFICES MAY BE CREATED AND FILLED AT ANY MEETING OF THE BOARD OF DIRECTORS. EACH OFFICER SHALL HOLD OFFICE UNTIL HIS SUCCESSOR SHALL HAVE BEEN DULY ELECTED AND SHALL HAVE QUALIFIED.

**SECTION 5.03. REMOVAL.**

ANY OFFICER ELECTED OR APPOINTED BY THE BOARD OF DIRECTORS MAY BE REMOVED BY THE BOARD OF DIRECTORS WHENEVER, IN ITS JUDGMENT, THE BEST INTEREST OF THE CORPORATION WOULD BE SERVED THEREBY, BUT SUCH REMOVAL SHALL BE WITHOUT PREJUDICE TO THE CONTRACT RIGHTS, IF ANY, OF THE OFFICER SO REMOVED.

**SECTION 5.04. VACANCIES.**

A VACANCY IN ANY OFFICE, BECAUSE OF DEATH, RESIGNATION, DISQUALIFICATION, OR OTHERWISE MAY BE FILLED BY THE BOARD OF DIRECTORS FOR THE UNEXPIRED PORTION OF THE TERM.

**SECTION 5.05. PRESIDENT.**

THE PRESIDENT SHALL BE THE PRINCIPAL EXECUTIVE OFFICER OF THE CORPORATION AND SHALL, IN GENERAL, SUPERVISE AND CONTROL ALL OF THE BUSINESS AND AFFAIRS OF THE CORPORATION. HE SHALL PRESIDE AT ALL MEETINGS OF THE BOARD OF DIRECTORS. HE MAY SIGN, WITH THE SECRETARY OR ANY OTHER PROPER OFFICER OF THE CORPORATION AUTHORIZED BY THE BOARD OF DIRECTORS, ANY DEEDS, MORTGAGES, BONDS, CONTRACTS, OR OTHER INSTRUMENTS 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 BYLAWS OR BY STATUTE TO SOME OTHER OFFICER OR AGENT OF THE CORPORATION AND, IN GENERAL, HE SHALL PERFORM ALL DUTIES INCIDENT TO THE OFFICE OF PRESIDENT AND SUCH OTHER DUTIES AS MAY BE PRESCRIBED BY THE BOARD OF DIRECTORS FROM TIME TO TIME, INCLUDING PARTICIPATION IN VARIOUS COMMITTEE MEETINGS AS A MEMBER OR CHAIRMAN THEREOF.

**SECTION 5.06. VICE PRESIDENT.**

IN THE ABSENCE OF THE PRESIDENT OR IN THE EVENT OF HIS INABILITY OR REFUSAL TO ACT, THE VICE PRESIDENT (OR IN THE EVENT THERE BE MORE THAN ONE VICE PRESIDENT, THE VICE PRESIDENT IN ORDER OF HIS ELECTION SHALL PERFORM THE DUTIES OF THE PRESIDENT AND, WHEN SO ACTING SHALL HAVE ALL THE POWERS OF AND BE SUBJECT TO ALL THE RESTRICTIONS UPON THE PRESIDENT. ANY VICE PRESIDENT SHALL PERFORM SUCH OTHER DUTIES AS, FROM TIME TO TIME, MAY BE ASSIGNED TO HIM BY THE PRESIDENT OR BOARD OF DIRECTORS.

**SECTION 5.07. TREASURER.**

IF REQUIRED BY THE BOARD OF DIRECTORS, THE TREASURER SHALL GIVE A BOND FOR THE FAITHFUL DISCHARGE OF HIS DUTIES IN SUCH SUM AND WITH SUCH SURETY OR SURETIES AS THE BOARD OF DIRECTORS SHALL DETERMINE. HE SHALL HAVE CHARGE AND CUSTODY OF AND BE RESPONSIBLE FOR ALL FUNDS AND SECURITIES OF THE CORPORATION, RECEIVE AND GIVE RECEIPTS FOR MONEYS DUE AND PAYABLE TO THE CORPORATION FROM ANY SOURCE WHATSOEVER, AND DEPOSIT ALL SUCH MONEYS IN THE NAME OF THE CORPORATION IN SUCH BANKS, TRUST COMPANIES, OR OTHER DEPOSITORY AS SHALL BE SELECTED IN ACCORDANCE WITH THE PROVISIONS OF THESE BYLAWS; HE SHALL KEEP PROPER BOOKS OF ACCOUNT AND OTHER BOOKS SHOWING AT ALL TIMES THE COUNT OF 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; HE SHALL ALSO SUBMIT A REPORT OF THE ACCOUNTS AND FINANCIAL CONDITION OF THE CORPORATION AT EACH ANNUAL MEETING OF THE BOARD OF DIRECTORS AND, IN GENERAL, PERFORM ALL THE DUTIES INCIDENT TO THE OFFICE OF TREASURER AND SUCH OTHER DUTIES, AS FROM TIME TO TIME, MAY BE ASSIGNED TO HIM BY THE PRESIDENT OR BY THE BOARD OF DIRECTORS.

**SECTION 5.08. SECRETARY.**

THE SECRETARY SHALL KEEP THE MINUTES OF THE MEETINGS OF THE BOARD OF DIRECTORS IN ONE OR MORE BOOKS PROVIDED FOR THAT PURPOSE; GIVE ALL NOTICES IN ACCORDANCE WITH THE PROVISIONS OF THESE BYLAWS OR AS REQUIRED BY THE LAW; BE CUSTODIAN OF THE CORPORATE RECORDS AND OF THE SEAL OF THE CORPORATION, AND AFFIX THE SEAL OF THE CORPORATION TO ALL DOCUMENTS, THE EXECUTION OF WHICH, ON BEHALF OF THE CORPORATION, UNDER ITS SEAL, IS DULY AUTHORIZED IN ACCORDANCE WITH THE PROVISIONS OF THESE BYLAWS AND, IN GENERAL, PERFORM ALL DUTIES INCIDENT TO THE OFFICE OF SECRETARY AND SUCH OTHER DUTIES AS, FROM TIME TO TIME, MAY BE ASSIGNED TO HIM BY THE PRESIDENT OR BOARD OF DIRECTORS. THE BOARD OF DIRECTORS AND OFFICERS SHALL GIVE BONDS OF THE FAITHFUL DISCHARGE OF THEIR DUTIES IN SUCH SUMS AND WITH SUCH SURETIES AS THE BOARD OF DIRECTORS SHALL DETERMINE. THE ASSISTANT TREASURER AND ASSISTANT SECRETARIES, IN GENERAL, SHALL PERFORM SUCH DUTIES AS SHALL BE ASSIGNED TO THEM BY THE TREASURER OR THE SECRETARY OR BY THE PRESIDENT OR THE BOARD OF DIRECTORS.

**ARTICLE SIX**  
**COMMITTEE**

**SECTION 6.01. APPOINTMENT.**

THE PRESIDENT SHALL APPOINT MEMBERS OF COMMITTEES ESTABLISHED BY THE BOARD OF DIRECTORS. THE BOARD OF DIRECTORS SHALL APPOINT THE CHAIRMAN OF EACH COMMITTEE. THESE COMMITTEES SHALL PERFORM SUCH FUNCTIONS AND MAKE SUCH REPORTS AS THE PRESIDENT OR THE BOARD OF DIRECTORS SHALL DETERMINE. BOTH DIRECTORS AND MEMBERS OF THE ADVISORY BOARD MAY SERVE ON ALL COMMITTEES EXCEPT THE EXECUTIVE COMMITTEE.

**SECTION 6.02. COMMITTEE OF DIRECTORS**

THE BOARD OF DIRECTORS, BY RESOLUTION ADOPTED BY A MAJORITY OF THE DIRECTORS IN OFFICE, MAY DESIGNATE AND APPOINT ONE OR MORE COMMITTEES, EACH OF WHICH SHALL CONSIST OF TWO OR MORE PERSONS, A MAJORITY OF WHOM ARE DIRECTORS, WHICH COMMITTEES, TO THE EXTENT PROVIDED IN SAID RESOLUTION, SHALL HAVE AND EXERCISE THE AUTHORITY IN THE MANAGEMENT OF THE CORPORATION OF THE BOARD OF DIRECTORS. HOWEVER, NO SUCH COMMITTEE SHALL HAVE THE AUTHORITY OF THE BOARD OF DIRECTORS IN REFERENCE TO AMENDING, ALTERING, OR REPEALING THE BYLAWS; ELECTING, APPOINTING, OR REMOVING ANY MEMBER OR ANY SUCH COMMITTEE OR AND DIRECTOR OR OFFICER OF THE CORPORATION; AMENDING THE ARTICLES OF INCORPORATION; ADOPTING A PLAN OF MERGER OR ADOPTING A PLAN OF CONSOLIDATION WITH ANOTHER CORPORATION; AUTHORIZING THE SALE, LEASE, EXCHANGE, OR MORTGAGE OF ALL OR SUBSTANTIALLY ALL OF THE PROPERTY AND ASSETS OF THE CORPORATION; AUTHORIZING THE VOLUNTARY DISSOLUTION OF THE CORPORATION; OR REVOKING PROCEEDINGS THEREFOR; ADOPTING A PLAN FOR DISTRIBUTION OF THE ASSETS OF THE CORPORATION; OR AMENDING, ALTERING OR REPEALING 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 THEREOF OF AUTHORITY SHALL NOT OPERATE TO RELIEVE THE BOARD OF DIRECTORS, OR ANY INDIVIDUAL DIRECTOR, OF ANY RESPONSIBILITY IMPOSED ON IT OR HIM BY LAW.

**SECTION 6.03. EXECUTIVE COMMITTEE.**

THE BOARD OF DIRECTORS MAY, FROM AMONG ITS MEMBERS, APPOINT AN EXECUTIVE COMMITTEE CONSISTING OF THE OFFICERS AS DEEMED NECESSARY BY THE BOARD TO SERVE AT THE PLEASURE OF THE BOARD. THE PRESIDENT, UNLESS ABSENT OR OTHERWISE UNABLE TO DO SO, SHALL PRESIDE AS CHAIRPERSON OF THE EXECUTIVE COMMITTEE. THE COMMITTEE SHALL MEET AT THE CALL OF THE PRESIDENT OR THE BOARD OF DIRECTORS, OR ANY TWO (2) MEMBERS OF THE COMMITTEE, AND SHALL HAVE AND MAY EXERCISE, WHEN THE BOARD OF DIRECTORS IS NOT IN SESSION, THE POWER TO PERFORM ALL DUTIES, OF EVERY KIND AND CHARACTER, NOT REQUIRED BY LAW OR THE CHARTER OF THE CORPORATION TO BE PERFORMED SOLELY BY THE BOARD OF DIRECTORS. THE EXECUTIVE COMMITTEE SHALL HAVE AUTHORITY TO MAKE RULES FOR THE HOLDING AND CONDUCT OF ITS MEETINGS, KEEP RECORDS THEREOF AND REGULARLY REPORT ITS ACTIONS TO THE BOARD. A MAJORITY, BUT NEVER LESS THAN THREE (3), OF THE MEMBERS OF THE COMMITTEE IN OFFICE, SHALL BE SUFFICIENT TO CONSTITUTE A QUORUM AT ANY MEETING OF THE COMMITTEE, AND ALL ACTION TAKEN AT SUCH A MEETING SHALL BE BY A MAJORITY OF THOSE PRESENT. ALL ACTS PERFORMED BY THE EXECUTIVE COMMITTEE IN THE EXERCISE OF ITS AFORESAID, AUTHORITY SHALL BE DEEMED TO BE, AND MAY BE CERTIFIED AS, ACTS PERFORMED UNDER AUTHORITY OF THE BOARD OF DIRECTORS. VACANCIES IN THE EXECUTIVE COMMITTEE SHALL BE FILLED BY APPOINTMENT BY THE BOARD OF DIRECTORS. ALL ACTIONS OF THE EXECUTIVE COMMITTEE SHALL BE RECORDED IN WRITING IN A MINUTE BOOK KEPT FOR THAT PURPOSE, AND A REPORT OF ALL ACTIONS SHALL BE MADE TO THE BOARD OF DIRECTORS AT ITS NEXT MEETING. THE MINUTES OF THE BOARD OF

DIRECTORS SHALL REFLECT THAT SUCH A REPORT WAS MADE ALONG WITH ANY ACTION TAKEN BY THE BOARD OF DIRECTORS WITH RESPECT THERETO.

**SECTION 6.04. NOMINATING COMMITTEE.**

THE PRESIDENT SHALL, WITH THIRTY (30) DAYS ADVANCE NOTICE TO THE BOARD OF DIRECTORS, APPOINT THE MEMBERS OF THE NOMINATING COMMITTEE CREATED BY THE BOARD OF DIRECTORS. THE MEMBERS SHALL BE MEMBERS OF THE BOARD OF DIRECTORS AND ADVISORY BOARD APPOINTED TO NOMINATE CANDIDATES FOR OFFICERS AND DIRECTORS. ADDITIONAL NOMINATIONS MAY BE MADE BY DIRECTORS AT THE ANNUAL MEETING.

**SECTION 6.05. ADVISORY COMMITTEE.**

THE FUNCTION AND PURPOSE OF THE ADVISORY COMMITTEE SHALL BE TO ADVISE THE BOARD OF DIRECTORS ON MATTERS RELATING TO THE PURPOSE OF THE ORGANIZATION AND TO SUGGEST PROJECTS WHICH THE CORPORATION MAY UNDERTAKE.

**SECTION 6.06. OTHER COMMITTEES.**

OTHER COMMITTEES, NOT HAVING AND EXERCISING THE AUTHORITY OF THE BOARD OF DIRECTORS IN THE MANAGEMENT OF THE CORPORATION, MAY BE DESIGNATED BY A RESOLUTION ADOPTED BY A MAJORITY OF THE DIRECTORS PRESENT AT A MEETING AT WHICH A QUORUM IS PRESENT. EXCEPT AS OTHERWISE PROVIDED IN SUCH RESOLUTION, THE PRESIDENT OF THE CORPORATION SHALL APPOINT THE MEMBERS OF EACH SUCH COMMITTEE. ANY MEMBER THEREOF MAY BE REMOVED BY THE PERSON OR PERSONS AUTHORIZED TO APPOINT SUCH MEMBER WHENEVER, IN THEIR JUDGMENT, THE BEST INTERESTS OF THE CORPORATION SHALL BE SERVED BY SUCH REMOVAL. MEMBERS OF SUCH COMMITTEE OR COMMITTEES MAY, BUT NEED NOT BE, DIRECTORS.

**SECTION 6.07. TERM OF OFFICE.**

EACH MEMBER OF A COMMITTEE SHALL CONTINUE AS SUCH UNTIL THE NEXT ANNUAL MEETING OF THE MEMBERS OF THE BOARD OF DIRECTORS AND UNTIL HIS SUCCESSOR IS APPOINTED, UNLESS THE COMMITTEE SHALL BE SOONER TERMINATED, OR UNLESS SUCH MEMBER BE REMOVED FROM SUCH COMMITTEE, OR UNLESS SUCH MEMBER SHALL CEASE TO QUALIFY AS A MEMBER THEREOF.

**SECTION 6.08. CHAIRMAN.**

ONE MEMBER OF EACH COMMITTEE SHALL BE APPOINTED CHAIRMAN BY THE PERSON OR PERSONS AUTHORIZED TO APPOINT THE MEMBERS THEREOF.

**SECTION 6.09. 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.

**SECTION 6.10. 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.

**SECTION 6.11. RULES.**

EACH COMMITTEE MAY ADOPT RULES FOR ITS GOVERNMENT NOT INCONSISTENT WITH THESE BYLAWS OR WITH RULES ADOPTED BY THE BOARD OF DIRECTORS.

**SECTION 6.12. COMMITTEE DISSOLUTION.**

THE BOARD OF DIRECTORS MAY, IN ITS SOLE DISCRETION, DISSOLVE ANY COMMITTEE WITH OR WITHOUT CAUSE. EXCEPT FOR THE EXECUTIVE COMMITTEE, SUCH DISSOLUTION SHALL REQUIRE APPROVAL BY A MAJORITY OF THE QUORUM. THE EXECUTIVE COMMITTEE SHALL ONLY BE DISSOLVED BY APPROVAL OF SIXTY-SIX PERCENT (66%) OR MORE OF ALL MEMBERS OF THE BOARD OF DIRECTORS.

**ARTICLE SEVEN**

**CONTRACTS, CHECKS, DEPOSITS, AND GIFTS**

**SECTION 7.01. 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 BYLAWS, TO ENTER INTO ANY CONTRACT OR EXECUTE AND DELIVER ANY INSTRUMENT IN THE NAME OF AND ON BEHALF OF THE CORPORATION. SUCH AUTHORITY MAY BE GENERAL OR CONFINED TO SPECIFIC INSTANCES.

**SECTION 7.02. CHECKS AND DRAFTS, ETC.**

ALL CHECKS, DRAFTS, OR ORDERS FOR THE PAYMENT OF MONEY, NOTES, OR OTHER EVIDENCE OF INDEBTEDNESS ISSUED IN THE NAME OF THE CORPORATION SHALL BE SIGNED BY SUCH OFFICER OR OFFICERS, 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 TREASURER OR AN ASSISTANT TREASURER AND COUNTERSIGNED BY THE PRESIDENT OR A VICE PRESIDENT OF THE CORPORATION.

**SECTION 7.03. 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 DEPOSITORY AS THE BOARD OF DIRECTORS MAY SELECT.

**SECTION 7.04. 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.

**SECTION 7.05. LOANS.**

THE CORPORATION SHALL CONTRACT NO LOANS OR ISSUE ANY EVIDENCE OF INDEBTEDNESS IN ITS NAME UNLESS THE BOARD SO AUTHORIZES BY RESOLUTION.

**ARTICLE EIGHT  
BOOKS AND RECORDS**

**SECTION 8.01. BOOKS AND RECORDS**

THE CORPORATION SHALL KEEP CORRECT AND COMPLETE BOOKS AND RECORDS OF ACCOUNT OF THE ACTIVITIES AND TRANSACTIONS OF THE CORPORATION INCLUDING, A MINUTE BOOK WHICH SHALL CONTAIN A COPY OF THE CORPORATION'S APPLICATION FOR TAX-EXEMPT STATUS (IRS FORM 1023), COPIES OF THE ORGANIZATION'S IRS INFORMATION RETURN (FORM 990), AND A COPY OF THE ARTICLES OF INCORPORATION, BYLAWS, AND AMENDMENTS. THE CORPORATION SHALL ALSO KEEP MINUTES OF THE PROCEEDINGS OF ITS BOARD OF DIRECTORS AND ANY COMMITTEES HAVING THE AUTHORITY OF THE BOARD OF DIRECTORS. ALL BOOKS AND RECORDS OF THE CORPORATION MAY BE INSPECTED BY ANY DIRECTOR OR HIS AGENT OR ATTORNEY FOR ANY PROPER PURPOSE AT ANY REASONABLE TIME. REPRESENTATIVES OF THE INTERNAL REVENUE SERVICE MAY INSPECT THESE BOOKS AND RECORDS AS NECESSARY TO MEET THE REQUIREMENTS RELATING TO FEDERAL TAX FORM 990.

**ARTICLE NINE  
FISCAL YEAR**

**SECTION 9.01. FISCAL YEAR.**

THE FISCAL YEAR OF THE CORPORATION SHALL BE DETERMINED BY THE BOARD OF DIRECTORS.

**ARTICLE TEN  
SEAL**

**SECTION 10.01. SEAL.**

THE BOARD OF DIRECTORS MAY AUTHORIZE A CORPORATE SEAL.

**ARTICLE ELEVEN  
WAIVER OF NOTICE**

**SECTION 11.01. WAIVER OF NOTICE.**

WHENEVER ANY NOTICE IS REQUIRED TO BE GIVEN UNDER THE PROVISIONS OF THE TEXAS NONPROFIT CORPORATION ACT, OR UNDER THE PROVISIONS OF THE ARTICLES OF INCORPORATION, OR THE BYLAWS OF THE CORPORATION, A WAIVER THEREOF IN WRITING SIGNED BY THE PERSON, OR PERSONS, ENTITLED TO SUCH NOTICE, WHETHER BEFORE OR AFTER THE TIME THEREIN, SHALL BE DEEMED EQUIVALENT TO THE GIVING OF SUCH NOTICE.

**ARTICLE TWELVE**  
**AMENDMENTS TO BYLAWS**

**SECTION 12.01 AMENDMENTS TO BYLAWS.**

THESE BYLAWS MAY BE ALTERED, AMENDED, OR REPEALED AND NEW BYLAWS MAY BE ADOPTED BY A MAJORITY OF THE DIRECTORS PRESENT AT ANY REGULAR MEETING, OR AT ANY SPECIAL MEETING, IF AT LEAST ONE DAY'S WRITTEN NOTICE IS GIVEN OF AN INTENTION TO ALTER, AMEND, OR REPEAL THESE BYLAWS, OR TO ADOPT NEW BYLAWS AT SUCH MEETING. THESE BYLAWS MAY BE AMENDED BY THREE-FIFTHS (3/5) MAJORITY VOTE OF THE BOARD AT ANY TIME THAT A RESOLUTION IS PRESENTED AND APPROVED BY THE BOARD.

**ARTICLE XIII**  
**MISCELLANEOUS**

**SECTION 13.01. PERSON.**

WHEREVER USED OR APPEARING IN THESE BYLAWS, PRONOUNS OF THE MASCULINE GENDER SHALL INCLUDE PERSONS OF THE FEMALE SEX, AND THE SINGULAR SHALL INCLUDE THE PLURAL WHEREVER APPROPRIATE.

**SECTION 13.02. LAWS AND STATUTES.**

WHEREVER USED OR APPEARING IN THESE BYLAWS, THE WORD "LAW" OR "LAWS" OR "STATUTES", RESPECTIVELY, SHALL MEAN AND REFER TO LAWS AND STATUTES, OR LAW OR A STATUTE, OF THE STATE OF TEXAS, TO THE EXTENT ONLY THAT SUCH IS OR ARE EXPRESSLY APPLICABLE, EXCEPT WHERE OTHERWISE EXPRESSLY STATED OR THE CONTENT SO REQUIRES THAT SUCH WORDS NOT BE SO LIMITED.

**SECTION 13.03. HEADINGS.**

THE HEADINGS OF THE ARTICLES AND SECTIONS OF THESE BYLAWS ARE INSERTED FOR CONVENIENCE OF REFERENCE ONLY AND SHALL NOT BE DEEMED TO BE A PART THEREOF OR USED IN THE CONSTRUCTION OR INTERPRETATION THEREOF.

BUILDING AND GROWING TOGETHER COMMUNITY DEVELOPMENT CORPORATION

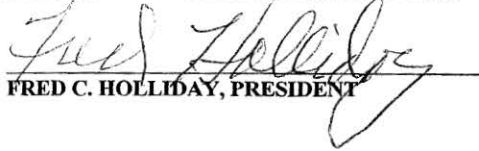
**AUTHORIZATION AND ATTESTATION**

**BOARD OF DIRECTORS**

I, **FRED C. HOLLIDAY** HEREBY CERTIFY THAT THE ATTACHED HERETO IS A TRUE AND CORRECT COPY OF THE ORIGINAL BYLAWS OF **BUILDING AND GROWING TOGETHER COMMUNITY DEVELOPMENT CORPORATION**, WHICH BYLAWS HAVE NOT BEEN AMENDED, MODIFIED, OR REVOKED, HAVE BEEN APPROVED BY THE MAJORITY OF DIRECTORS IN OFFICE AND ARE IN FULL FORCE AND EFFECT ON THE DATE HEREOF.

IN WITNESS WHEREOF, I HAVE HEREUNTO SUBSCRIBED MY NAME THIS

29TH DAY OF NOVEMBER, 2002

  
**FRED C. HOLLIDAY, PRESIDENT**

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:

Name of sponsoring entity:

## BACKGROUND

Full Legal Name:

Home Mailing Address:

Phone Number:

E-mail Address:

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?

2. What is your understanding of the appropriate role of a public charter school board member?

To work together as a team.

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 would be able to help organize events in the community

4. Describe the specific knowledge and experience that you would bring to the board.

I have worked as an educator.

## SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

To promote high standards for all students

2. What is your understanding of the school's proposed educational program?

To help all students succeed..

3. What do you believe to be the characteristics of a successful school?

To also include the parents in the education process.

4. How will you know that the school is succeeding (or not) in its mission?

The students will be tested on the objectives.

## GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The board will help to promote programs to educate the students.

2. How will you know if the school is successful at the end of the first year of operation?

I will know by the grades and test scores.

3. How will you know at the end of four years if the school is successful?

At the end of four years, the success will be determined by the test scores.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

To include the parents and 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 suggest a meeting with all the board members.

## 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.

Two of the board members are my church members.

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.

My daughter works in the Houston ISD

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.

I sell Avon.

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.

I worked at Wonder Land Private School in 1977.

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.

[Empty box for relationship description]

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).

[Empty box for conviction information]

**CERTIFICATION**

I, YVONNE Gibbs, 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 Yvonne Gibbs Date 11/23/16

**Verification**

State of TEXAS

County of HARRIS

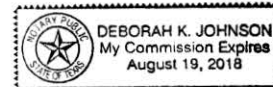
On this day, YVONNE Gibbs (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 23rd day of November, 20 16.

(Notary Public) [Signature]

(Seal)

My commission expires August 19, 2018



Name of proposed charter school:

Name of sponsoring entity:

## BACKGROUND

Full Legal Name:

Home Mailing Address:

Phone Number:

E-mail Address:

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 a lifetime educator who has spent over 40 years serving this unique community of young people. As a teacher, administrator, team leader, mentor and coach I have witnessed the many changes that have occurred in education. My motivation to serve is because I believe my experience and love of this profession will help to further my goals of making a difference in the lives of young people through education.

2. What is your understanding of the appropriate role of a public charter school board member?

As a board member of a public school charter I believe that my role will be to see that realistic goals are set to insure student success as we set policies in place that will ensure all students receive the best education available. The communication with staff and stakeholders will be of great importance toward achieving this goal.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have never served on a board but I have worked on a team with the Houston ISD school to set up the ASPIRE program. My experience working with the board gave me an opportunity to gain some insight into the policies and concerns that must be considered when changes are being made that affect the stakeholders in the school.

4. Describe the specific knowledge and experience that you would bring to the board.

I bring 32 years experience in the class room, 8 years in administration, 25 years coaching and over 1,000+ hours of staff development for which I have certificates.  
I have spent my life being a student of education and learning of ways to make a difference in the classroom for each and every student that cross my path.  
I have serves as department chair in various departments as well as mentoring new teachers.

## SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

I understand that the schools mission is to promote standards of student success, a safe environment and an opportunity for students to interact with their community as part of their responsibility to become productive citizens.

2. What is your understanding of the school's proposed educational program?

The proposed program will provide opportunities for students to achieve high standards of learning, partner with the community and work with the parents to ensure student success toward becoming a productive citizen.

3. What do you believe to be the characteristics of a successful school?

A successful school will produce students that are able to achieve goals that will allow them to be productive citizens as well as prepare them to live in a world that is ever changing. Students will have skills that will allow them to be able to attain a livelihood that will sustain them in the future.

4. How will you know that the school is succeeding (or not) in its mission?

We know that a school is successful when we observe student's successful behavior in class, we dialogue with students about what they have learned and their reflections on their own learning, traditional quizzes and tests are passed with a measured score, we observe successful performance tasks and projects.

## GOVERNANCE

1. Describe the role that the board will play in the school's operation.

It is the job of the board to make decisions on the day to day operations of the school that affect the student first and foremost.

2. How will you know if the school is successful at the end of the first year of operation?

At the end of the first year of operation the board should be able to measure success by student achievement scores, student readiness for the next grade or graduation, interviews with students and staff concerning their reflections on the success of the school.

3. How will you know at the end of four years if the school is successful?

After four years of operations, the school's success should be reflected in the following things that have been set in place:

- \*established goals are set
- \*non-negotiable goals are in place
- \*a system is in place to measure and monitor achievement and instruction.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

To ensure that the school is successful the board must:

- \*make sure clear goals are set
- \* support leadership and and Teachers
- \*share ideas with parents and student and
- \*provide training for all staff and board members

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 a board member has exhibited unethical behavior , it should be brought up in the very next meeting and put on the agenda for discussion. The member should be asked to resign.

## 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.

Rev. Fred Holliday and Priscilla Wilson - Have met both through church activities.

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.

N/A

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.

N/A

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.

N/A

- 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.

N/A

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.

N/A

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.

I\*Teacher and Test Coordinator at North Houston School of Business Charter school 2003-2004  
North Houston High School for Business  
1126 W Tidwell Rd  
Houston, Texas 77091  
Phone: 713-686-6900

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.

N/A

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 the 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.

N/A

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.

N/A

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).

N/A

### CERTIFICATION

I, Annetta L. Stoneham, 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 Annetta L. Stoneham Date 12/1/2016

### Verification

State of Texas

County of Harris

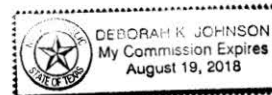
On this day, Annetta L. Stoneham (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 1st day of December, 2016

(Notary Public) [Signature]

(Seal)

My commission expires August 19, 2018



Name of proposed charter school:

Name of sponsoring entity:

## BACKGROUND

Full Legal Name:

Home Mailing Address:

Phone Number:

E-mail Address:

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?

2. What is your understanding of the appropriate role of a public charter school board member?

My understanding of the appropriate role of a public charter school board member is to actively participate in the decision-making process.

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 was an educator in the Houston Independent School District for 34 years. I served as a <sup>Principal</sup> Administrator / School Improvement Facilitator and Associate Teaching Summer School Principal. Each capacity gave me experience in helping to make a difference in a child's life.

4. Describe the specific knowledge and experience that you would bring to the board.

My expertise in the Leadership area, Fine Arts and Special Education Disciplines, as well as Grant Writing and Organizational Skills will be assets to the board.

## SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

My understanding of the school's mission is to work together as a team to reach every student and educate him or her according to their needs. Also, to provide opportunities to explore and learn on field trips and other scheduled events.

2. What is your understanding of the school's proposed educational program?

The school's proposed educational program will be based on curriculum that is well rounded consisting of Literacy, Technology and Personal Development skills, Fine Arts and Mathematics components / Science components.

3. What do you believe to be the characteristics of a successful school?

I believe the characteristics of a successful school are (1) inspired and motivated Facilitator and Leaders (2) Teachers who share ideas and work together as a team (3) Both Administrators and Teachers work together with the Parents and Students in and out of the community.

4. How will you know that the school is succeeding (or not) in its mission?

By the percentage of students who will be promoted yearly  
By the attendance rate  
By the results of standardized test scores.

## GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The board will propose new and innovative methods and strategies to enhance learning. It will also make decisions to amend or enhance rules and guidelines.

2. How will you know if the school is successful at the end of the first year of operation?

If the school is able to accomplish <sup>some of (75% of)</sup> the goals that are <sup>set</sup> in place.

3. How will you know at the end of four years if the school is successful?

If the school is able to accomplish all the <sup>(100% of)</sup> goals that are set in place.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

- (1) Collaborate and communicate with each other and the parents
- (2) Keep students' best interest first
- (3) Make the best decision for the school based on the students' needs.

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?

- (1) Redirect and refocus individuals by providing training sessions, off-site conferences and one-on-one meetings with opportunity to brainstorm ways to generate interest.

## 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.

Church members and school educators

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.

co-worker

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 the 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.

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.

[Empty box for describing 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).

[Empty box for providing information]

**CERTIFICATION**

I, Priscilla Ann Wilson, 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 Priscilla Ann Wilson Date 12/4/16

**Verification**

State of Texas

County of HARRIS

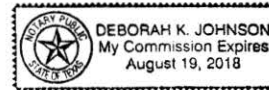
On this day, Priscilla ANN Wilson (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 4th day of December, 2016.

(Notary Public) [Signature]

(Seal)

My commission expires August 19, 2018



Name of proposed charter school:

Name of sponsoring entity:

## BACKGROUND

Full Legal Name:

Home Mailing Address:

Phone Number:

E-mail Address:

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?

2. What is your understanding of the appropriate role of a public charter school board member?

Board Members are to oversee the operations of the school and follow the law in governing a charter 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.

I currently hold the position as chairman of the deacon board, which shows leadership qualities.

4. Describe the specific knowledge and experience that you would bring to the board.

I bring leadership and a positive attitude to the board.

## SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

The mission of the school is to be a collaborative team for our community and students to ensure a bright and successful future. To be a liaison for students, parents, and the community in regards to a higher standard of education and a resource for a social community

2. What is your understanding of the school's proposed educational program?

The school's educational program is to enrich the youth and families with techniques that serve best each student at their grade level. To help each student excel and to increase their knowledge beyond traditional schools.

3. What do you believe to be the characteristics of a successful school?

Characteristics of successful schools are: strong leadership, effective communication, families and to educate students with fundamentals and knowledge that will progress every year throughout life.

4. How will you know that the school is succeeding (or not) in its mission?

The school is succeeding when students are excelling above the standard performance measured by the state. The school also has succeeded when the outreach efforts have empowered the community to achieve better goals.

## GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The board will focus on student achievement and raise resources that shall be used wisely. the board is to make sure the school is in compliance with educational standards set by the government.

2. How will you know if the school is successful at the end of the first year of operation?

If the school is advancing on the school's mission and the students are increasing with academic achievements within the first year, it will be successful.

3. How will you know at the end of four years if the school is successful?

If the school has increased in academic standards,increased in size with more students and staff,and with increase of resource being utilized efficiently.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The board will have to agree upon a system fr the school,how to structure the academic program and daily operatios, and set clear polices and procedures. Selecting a school leader with a strong background in education.

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?

As a board member i would sis down with other board members to determine how to correct the actions and if no change is made then vote to see if board members shall remain apart of 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.

N/A

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.

N/A

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.

N/A

- 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.

N/A

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.

N/A

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.

N/A

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.

N/A

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.

N/A

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, Gregory Norman McFarland, 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 Gregory Norman McFarland Date 11/23/2016

### Verification

State of TEXAS

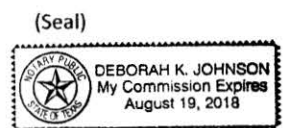
County of HARRIS

On this day, Gregory Norman McFarland (name of affiant) appeared before me the undersigned notary public and depose 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 23<sup>rd</sup> day of November, 2016.

(Notary Public) [Signature]

My commission expires August 19, 2018



Name of proposed charter school:

Name of sponsoring entity:

## BACKGROUND

Full Legal Name:

Home Mailing Address:

Phone Number:

E-mail Address:

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 a pastor in the community. I have a vision for change and growth.

2. What is your understanding of the appropriate role of a public charter school board member?

Board Members are to work with the superintendent and make sure the school is performing at its highest potential.

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 am a pastor, community leader, and I am connected to many business partners in the area.

4. Describe the specific knowledge and experience that you would bring to the board.

I bring my ability to communicate and build partnerships with others.

## SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

The mission of the school is to be a collaborative team player and work together for the success of the school.

2. What is your understanding of the school's proposed educational program?

The schools educational program is to help the youth and their families. To build up the community and create a positive atmosphere in the neighborhood.

3. What do you believe to be the characteristics of a successful school?

Characteristics of a successful schools are: strong leadership, working together as a team, and collaboration.

4. How will you know that the school is succeeding (or not) in its mission?

The school is succeeding when students meet goals set by the board and school. Parents are satisfied with student success and the community is positive.

## GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The board will focus on student achievement by analyzing data and provide ways to improve.

2. How will you know if the school is successful at the end of the first year of operation?

I will know the school is successful when goals are achieved.

3. How will you know at the end of four years if the school is successful?

If the school has increased in size and the academic rating is excelling.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The board will need analyze data, talk to parents, observe students, and monitor teachers to ensure the school is successful.

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 call a board meeting and try to resolve the issue. If the issue is not resolved, I would request the board member be removed.

## DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

- Yes     No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

I know all board members except one. I know the other board members through church affiliation and church events.

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 have several family member that work in traditional schools

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.

N/A

- 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.

N/A

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.

N/A

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.

N/A

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.

N/A

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.

N/A

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.

[Empty box for describing 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).

[Empty box for providing information]

**CERTIFICATION**

I, Fred Holliday, 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 Fred Holliday Date 12/4/2016

**Verification**

State of TEXAS

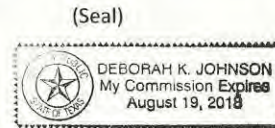
County of HARRIS

On this day, Fred Holliday (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 4th day of December, 20 16.

(Notary Public) [Signature]

My commission expires August 19, 2018



Name of proposed charter school:

Name of sponsoring entity:

## BACKGROUND

Full Legal Name:

Home Mailing Address:

Phone Number:

E-mail Address:

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?

My motivation to serve on the board of the proposed charter school is to help facilitate and communicate between parents and school staff so that the mission and goals of the school can be achieved and the school can follow through on its mission and goals.

2. What is your understanding of the appropriate role of a public charter school board member?

My understanding of the appropriate role of a public charter school board member is to be that of a liaison between the staff, parents and the community so that all can work together to achieve their mutual goals.

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 feel I have the capability to be an effective board member because I have experience organizing school functions and I have an education background, meaning I'm organized and I deal well with the students, staff and parents and other board members.

4. Describe the specific knowledge and experience that you would bring to the board.

I feel my knowledge of education background and motivating people to do their best in whatever situation they are in would be key in helping the board to achieve the school's goals and help the students grow intellectually.

## SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

My understanding of the school's mission is that no one is alone. Everything will be done together and we will all carry our "share of the load" in order for the whole partnership of student, parent, community and staff to succeed.

2. What is your understanding of the school's proposed educational program?

I believe the school's proposed educational program is set in order for the students to learn at their own individual pace but at the same time work together so that they not only learn from the teacher but also from their colleagues.

3. What do you believe to be the characteristics of a successful school?

I believe there are many characteristics of a successful school but the three that stand out to me are dedication, goal oriented and camaraderie. I feel if you don't have a goal in place then there will be no drive to achieve the goal, thereby a lack of motivation will take over and the goal will never be achieved.

4. How will you know that the school is succeeding (or not) in its mission?

I believe a sure sign of the school's success is that all: students, parents, staff and the community are working together. There might be some bumps in the road but we can all come to an agreement and stay focused on our goal of providing an effective, beneficial education to our students while at the same time caring for our parents and the community.

## GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The main role of the board will be to help facilitate and communicate within the the partnerships of students, parents, staff and community.

2. How will you know if the school is successful at the end of the first year of operation?

We will know that our school is successful at the end of the first year because we will have students that will be looking forward to coming back the following year because of all that they have learned, parents will be wanting their children to return to our school because of the positive change they have seen in their child and people will be convinced that the opening of our school was a positive step in helping the community.

3. How will you know at the end of four years if the school is successful?

At the end of four years we will know our school is a success because we will have students that will move on to higher grade level schools and their teachers will be impressed on how much the student learned at our school and also parents will be sending their other children to our school without a doubt on their mind. Staff and the community will be working together and maybe even possibly rallying to open up another school.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

I believe the steps the board should take in ensuring the school is a success is to have monthly meetings, communicate on any change that needs to be made either verbally or in writing and unanimously agree that the change deems to be necessary in order for the school to function successfully.

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 I believe one or more of the school's board members is acting unethically or not in the best interest of the school I would first approach those board members and find out why this behavior is being displayed. If I have no result in making them see that the behavior is wrong and that it must be corrected, then I would approach the entire board. At that time, the entire board can make a decision on what further action to take.

## 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.

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.

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.

N/A

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.

I will be employed as the school's principal.

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 the 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, Ana Laura Real, 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 Ana L. Real Date 12/4/2016

**Verification**

State of TEXAS

County of Harris

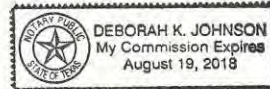
On this day, ANA LAURA REAL (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 4<sup>th</sup> day of December, 20 16

(Notary Public) [Signature]

(Seal)

My commission expires August 19, 2018



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.

## Attachment G5 – Code of Ethics and Conflict of Interest

Fred C. Holliday is the CEO of the sponsoring entity. He is the great-uncle of Josalyn Holiday. The proposed school is aware of the Texas Nepotism Law and great-uncle does not appear under the nepotism restrictions; however Building and Growing Together Academy is prepared to make changes if this is a conflict. Fred C. Holliday has never served on a charter school board, but he is an advocate for the community and has identified the need for improvement in the community. He knows he children need a positive atmosphere, which is why he developed the Building ad Growing Together Community Development 501 (c)(3).

This is the only known conflict of interest, but at this time the proposed school is not sure if the CEO/Superintendent's great uncle can serve on the school board.

The board is trying to avoid any conflicts and will mitigate any perceived conflicts in order to receive an awarded charter.

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.

## Attachment G1 – 501 (c)(3) Determination Letter

The determination is attached, but it is currently expired at this time. Building and Growing Together Community Development was developed in 2002. The 501 (c) (3) has currently expired. The 501 (c)(3) is in the process of being reinstated.

FEDERAL REVENUE SERVICE  
P. O. BOX 2508  
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: MAY 19 2003

BUILDING AND GROWING TOGETHER  
COMMUNITY DEVELOPMENT CORPORATION  
9707 N WAYSIDE  
HOUSTON, TX 77078

Employer Identification Number:  
43-1969717  
DLN:  
17053022035043  
Contact Person:  
TRISHONE M SKINNER ID# 75079  
Contact Telephone Number:  
(877) 829-5500  
Accounting Period Ending:  
December 31  
Foundation Status Classification:  
509(a)(2)  
Advance Ruling Period Begins:  
September 10, 2002  
Advance Ruling Period Ends:  
December 31, 2006  
Addendum Applies:  
No

Dear Applicant:

Based on information you supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

Because you are a newly created organization, we are not now making a final determination of your foundation status under section 509(a) of the Code. However, we have determined that you can reasonably expect to be a publicly supported organization described in section 509(a)(2).

Accordingly, during an advance ruling period you will be treated as a publicly supported organization, and not as a private foundation. This advance ruling period begins and ends on the dates shown above.

Within 90 days after the end of your advance ruling period, you must send us the information needed to determine whether you have met the requirements of the applicable support test during the advance ruling period. If you establish that you have been a publicly supported organization, we will classify you as a section 509(a)(1) or 509(a)(2) organization as long as you continue to meet the requirements of the applicable support test. If you do not meet the public support requirements during the advance ruling period, we will classify you as a private foundation for future periods. Also, if we classify you as a private foundation, we will treat you as a private foundation from your beginning date for purposes of section 507(d) and 4940.

Grantors and contributors may rely on our determination that you are not a private foundation until 90 days after the end of your advance ruling period. If you send us the required information within the 90 days, grantors and contributors may continue to rely on the advance determination until we make

Letter 1045 (DO/CG)

BUILDING AND GROWING TOGETHER

a final determination of your foundation status.

If we publish a notice in the Internal Revenue Bulletin stating that we will no longer treat you as a publicly supported organization, grantors and contributors may not rely on this determination after the date we publish the notice. In addition, if you lose your status as a publicly supported organization, and a grantor or contributor was responsible for, or was aware of, the act or failure to act, that resulted in your loss of such status, that person may not rely on this determination from the date of the act or failure to act. Also, if a grantor or contributor learned that we had given notice that you would be removed from classification as a publicly supported organization, then that person may not rely on this determination as of the date he or she acquired such knowledge.

If you change your sources of support, your purposes, character, or method of operation, please let us know so we can consider the effect of the change on your exempt status and foundation status. If you amend your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, let us know all changes in your name or address.

As of January 1, 1984, you are liable for social security taxes under the Federal Insurance Contributions Act on amounts of \$100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Organizations that are not private foundations are not subject to the private foundation excise taxes under Chapter 42 of the Internal Revenue Code. However, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please let us know.

Donors may deduct contributions to you as provided in section 170 of the Internal Revenue Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

Donors may deduct contributions to you only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as deductible contributions, depending on the circumstances. Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, gives guidelines regarding when taxpayers may deduct payments for admission to, or other participation in, fundraising activities for charity.

You are not required to file Form 990, Return of Organization Exempt From Income Tax, if your gross receipts each year are normally \$25,000 or less. If you receive a Form 990 package in the mail, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally \$25,000 or less, and sign the return. Because you will be treated as a public charity for return filing purposes during your entire advance ruling period, you should file Form 990 for each year in your advance ruling period.

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BUILDING AND GROWING TOGETHER

that you exceed the \$25,000 filing threshold even if your sources of support do not satisfy the public support test specified in the heading of this letter.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of \$20 a day is charged when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty charged cannot exceed \$10,000 or 5 percent of your gross receipts for the year, whichever is less. For organizations with gross receipts exceeding \$1,000,000 in any year, the penalty is \$100 per day per return, unless there is reasonable cause for the delay. The maximum penalty for an organization with gross receipts exceeding \$1,000,000 shall not exceed \$50,000. This penalty may also be charged if a return is not complete. So, please be sure your return is complete before you file it.

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

You are required to make your annual information return, Form 990 or Form 990-EZ, available for public inspection for three years after the later of the due date of the return or the date the return is filed. You are also required to make available for public inspection your exemption application, any supporting documents, and your exemption letter. Copies of these documents are also required to be provided to any individual upon written or in person request without charge other than reasonable fees for copying and postage. You may fulfill this requirement by placing these documents on the Internet. Penalties may be imposed for failure to comply with these requirements. Additional information is available in Publication 557, Tax-Exempt Status for Your Organization, or you may call our toll free number shown above.

You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, we will assign a number to you and advise you of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

If we said in the heading of this letter that an addendum applies, the addendum enclosed is an integral part of this letter.

Because this letter could help us resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.


We have sent a copy of this letter to your representative as indicated in your power of attorney.

Letter 1045 (DO/CG)

BUILDING AND GROWING TOGETHER

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,



Lois G. Lerner  
Director, Exempt Organizations  
Rulings and Agreements

Enclosure(s) :  
Form 872-C

Letter 1045 (DO/CG)

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PROVIDED DURING RESUBMISSION PERIOD

JAMES CHESTNUT & ASSOCIATES, INC.

CHURCH, CLERGY & NONPROFIT CONSULTANTS

15510 TEAL PARK DRIVE  
HUMBLE, TEXAS 77396  
PHONE (281) 441-4431 FAX (281) 441-4927

DESCRIPTION OF SERVICES

NAME OF ORG. Building and Growing Together Community Development  
%  
ADDRESS 4707 N. Wayside Dr.  
CITY, STATE ZIP Houston, TX 77078  
TELEPHONE 713-633-2547 FAX \_\_\_\_\_

RE: ASSISTANCE WITH MATTERS INVOLVING THE APPLICATION FOR:

- |   | YES                                 | NO                       |
|---|-------------------------------------|--------------------------|
| 1. REVIEW EXISTING ORG DOCS FOR IRS COMPLIANCE                    | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. VERIFY STATE CHARTER ACTIVE                                    | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3. AUTHENTICATE FEDERAL EIN                                       | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4. OBTAIN/REVIEW EXEMPTION FROM STATE SALES TAX                   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 5. OBTAIN/REVIEW EXEMPTION FROM FRANCHISE TAX                     | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 6. REVIEW BYLAWS/DRAFT CONFLICT OF INTEREST POLICY                | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 7. PREPARATION OF 501(C)(3) APPLICATION FOR FEDERAL EXEMPT STATUS | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

JAMES CHESTNUT AND ASSOCIATES HAS BEEN EMPOWERED TO CONTACT THE NECESSARY AGENCIES EITHER IN PERSON, BY MAIL, OR THROUGH LEGAL AND/OR PROFESSIONAL ASSOCIATES.

JAMES CHESTNUT AND ASSOCIATES SHALL ALSO PERFORM SUCH FURTHER DUTIES CONSISTENT WITH OUR BACKGROUND, TRAINING AND QUALIFICATIONS. WE SHALL DEVOTE REASONABLE TIME AND MAKE PERIODIC REPORTS AS TO OUR PROGRESS. WE PROVIDE GENERAL INFORMATION, AND DO NOT INTEND TO REPLACE THE SERVICES OF LEGAL COUNSEL.

TOTAL FOR ABOVE SERVICES:	<u>\$2,295.00</u>
DISCOUNTS/ADJUSTMENTS:	<u>- \$1,000.00</u>
BALANCE:	<u>\$1,295.00</u>

DATED THIS 30 DAY OF November  
Rev. F.C. Heleidy  
NAME, TITLE

## ***Charitable Contributions - Substantiation and Disclosure Requirements***

**UNDER THE NEW LAW, CHARITIES WILL NEED TO PROVIDE NEW KINDS OF INFORMATION TO DONORS.** Failure to do so may result in denial of deductions to donors and the imposition of penalties on charities.

Legislation signed into law by the President on August 10, 1993, contains a number of significant provisions affecting tax-exempt charitable organizations described in section 501 (c)(3) of the Internal Revenue Code. These provisions include: (1) new substantiation requirements for donors, and (2) new public disclosure requirements for charities (with potential penalties for failing to comply). Additionally, charities should note that donors could be penalized by loss of the deduction if they fail to substantiate. **THE SUBSTANTIATION AND DISCLOSURE PROVISIONS APPLY TO CONTRIBUTIONS MADE AFTER DECEMBER 31, 1993.**

Charities need to familiarize themselves with these tax law changes in order to bring themselves into compliance. This Publication alerts you to the new provisions affecting tax-exempt charitable organizations. Set forth below are brief descriptions of the new law's key provisions. The Internal Revenue Service plans to provide further guidance in the near future.

### ***Donor's Substantiation Requirements***

**Documenting Certain Charitable Contributions.** — Beginning January 1, 1994, no deduction will be allowed under section 170 of the Internal Revenue Code for any charitable contribution of \$250 or more unless the donor has contemporaneous written substantiation from the charity. In cases where the charity has provided goods or services to the donor in exchange for making the contribution, this contemporaneous written acknowledgement must include a good faith estimate of the value of such goods or services. Thus, taxpayers may no longer rely solely on a cancelled check to substantiate a cash contribution of \$250 or more.

The substantiation must be "contemporaneous." That is, it must be obtained by the donor no later than the date the donor actually files a return for the tax year in which the contribution was made. If the return is filed after the due date or extended due date, then the substantiation must have been obtained by the due date or extended due date.

The responsibility for obtaining this substantiation lies with the donor, who must request it from the charity. The charity is not required to record or report this information to the IRS on behalf of donors.

The legislation provides that substantiation will not be required if, in accordance with regulations prescribed by the Secretary, the charity reports directly to the IRS the information required to be provided in the written substantiation. At present, there are no regulations establishing procedures for direct reporting by charities to the IRS of charitable contributions made in 1994. Consequently, charities and donors should be prepared to provide/obtain the described substantiation for 1994 contributions of \$250 or more.

There is no prescribed format for the written acknowledgement. For example, letters, postcards or computer-generated forms may be acceptable. The acknowledgement does not have to include the donor's social security or tax identification number. It must, however, provide sufficient information to substantiate the amount of the deductible contribution. The acknowledgement should note the amount of any cash contribution. However, if the donation is in the form of property, then the acknowledgement must describe, but need not value, such property. Valuation of the donated property is the responsibility of the donor.

The written substantiation should also note whether the donee organization provided any goods or services in consideration, in whole or in part, for the contribution and, if so, must provide a description and good-faith estimate of the value of the goods or services. In the new law these are referred to as "quid pro quo contributions."

Please note that there is a new law requiring charities to furnish disclosure statements to donors for such quid pro quo donations in excess of \$75. This is addressed in the next section regarding Disclosure By Charity.

If the goods or services consist entirely of intangible religious benefits, the statement should indicate this, but the statement need not describe or provide an estimate of the value of these benefits. "Intangible religious benefits" are also discussed in the following section on Disclosure By Charity. If, on the other hand, the donor received nothing in return for the contribution, the written substantiation must so state.

The present law remains in effect that, generally, if the value of an item or group of like items exceeds \$5,000, the donor must obtain a qualified appraisal and submit an appraisal summary with the return claiming the deduction.

The organization may either provide separate statements for each contribution of \$250 or more from a taxpayer, or furnish periodic statements substantiating contributions of \$250 or more.

Separate payments are regarded as independent contributions and are not aggregated for purposes of measuring the \$250 threshold. However, the Service is authorized to establish anti-abuse rules to prevent avoidance of the substantiation requirement by taxpayers writing separate smaller checks on the same date.

If donations are made through payroll deductions, the deduction from each paycheck is regarded as a separate payment.

A charity that knowingly provides false written substantiation to a donor may be subject to the penalties for aiding and abetting an understatement of tax liability under section 6701 of the Code.

### ***Disclosure by Charity of Receipt of Quid Pro Quo Contribution***

Beginning January 1, 1994, under new section 6115 of the Internal Revenue Code, a charitable organization must provide a written disclosure statement to donors who make a payment, described as a "quid pro quo contribution," in excess of \$75. This requirement is separate from the written substantiation required for deductibility purposes as discussed above. While, in certain circumstances, an organization may be able to meet both requirements with the same written document, an organization must be careful to satisfy the section 6115 written disclosure statement requirement in a timely manner because of the penalties involved.

A quid pro quo contribution is a payment made partly as a contribution and partly for goods or services provided to the donor by the charity. An example of a quid pro quo contribution is where the donor gives a charity \$100 in consideration for a concert ticket valued at \$40. In this example, \$60 would be deductible. Because the donor's payment (quid pro quo contribution) exceeds \$75, the disclosure statement must be furnished, even though the deductible amount does not exceed \$75.

Separate payments of \$75 or less made at different times of the year for separate fund-raising events will not be aggregated for purposes of the \$75 threshold. However, the Service is authorized to develop anti-abuse rules to prevent avoidance of this disclosure requirement in situations such as the writing of multiple checks for the same transaction.

The required written disclosure statement must:

- (1) inform the donor that the amount of the contribution that is de-

KB

Form **872-C**  
(Rev. September 1998)  
Department of the Treasury  
Internal Revenue Service

**Consent Fixing Period of Limitation Upon  
Assessment of Tax Under Section 4940 of the  
Internal Revenue Code**

(See instructions on reverse side.)

OMB No. 1545-0056

To be used with  
Form 1023. Submit  
in duplicate.

Under section 6501(c)(4) of the Internal Revenue Code, and as part of a request filed with Form 1023 that the organization named below be treated as a publicly supported organization under section 170(b)(1)(A)(vi) or section 509(a)(2) during an advance ruling period,

BUILDING AND GROWING TOGETHER  
COMMUNITY DEVELOPMENT CORPORATION

(Exact legal name of organization as shown in organizing document)

9707 NORTH WAYSIDE HOUSTON, TEXAS 77078  
(Number, street, city or town, state, and ZIP code)

and the

District Director of  
Internal Revenue, or  
Assistant Commissioner  
(Employee Plans and  
Exempt Organizations)

consent and agree that the period for assessing tax (imposed under section 4940 of the Code) for any of the 5 tax years in the advance ruling period will extend 8 years, 4 months, and 15 days beyond the end of the first tax year.

However, if a notice of deficiency in tax for any of these years is sent to the organization before the period expires, the time for making an assessment will be further extended by the number of days the assessment is prohibited, plus 60 days.

Ending date of first tax year ..... 12/31/02 .....  
(Month, day, and year)

Name of organization (as shown in organizing document) BUILDING AND GROWING TOGETHER COMMUNITY DEVELOPMENT CORPORATION	Date 12-6-2002
Officer or trustee having authority to sign Signature <i>Fred C. Holliday</i>	Type or print name and title FRED C. HOLLIDAY, PRESIDENT
<b>For IRS use only</b> District Director or Assistant Commissioner (Employee Plans and Exempt Organizations) <i>Chris J. Hansen</i>	Date 5-19-03
<i>R. L. Shumpert</i> by <i>R. L. Shumpert</i>	

or Paperwork Reduction Act Notice, see page 7 of the Form 1023 Instructions. (HTA)

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: Building and Growing Together Academy

Name of Sponsoring Entity: Building and Growing Together Community Development

Staff	Year 1	Year 2	Year 3	Year 4	Year 5
<b>ELEMENTARY SCHOOL CAMPUS STAFF</b>					
Principal	1	1	1	1	1
Assistant Principal	1	1	1	1	1
Add'l Campus Leadership Position 1 (specify)	0	0	0	0	0
Add'l Campus Leadership Position 2 (specify)	0	0	0	0	0
Add'l Campus Leadership Position 3 (specify)	0	0	0	0	0
Classroom Teachers (Core Subjects)	15	18	21	21	21
Classroom Teachers (Specials)	1	1	1	1	1
Student Support Position 1 [e.g., Social Worker]	1	1	1	1	1
Student Support Position 2 Cafeteria workers	3	3	3	3	3
Specialized Campus Staff 1custodians	3	3	3	3	3
Specialized Campus Staff 2 nurse	1	1	1	1	1
Teacher Aides and Assistants	3	3	3	3	3
Campus Operations Support Staff	2	2	2	2	2
<b>Total FTEs at elementary campus(es)</b>	<b>31</b>	<b>34</b>	<b>37</b>	<b>37</b>	<b>37</b>

<b>MIDDLE SCHOOL CAMPUS STAFF</b>					
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					
<b>Total FTEs at middle school campus(es)</b>					

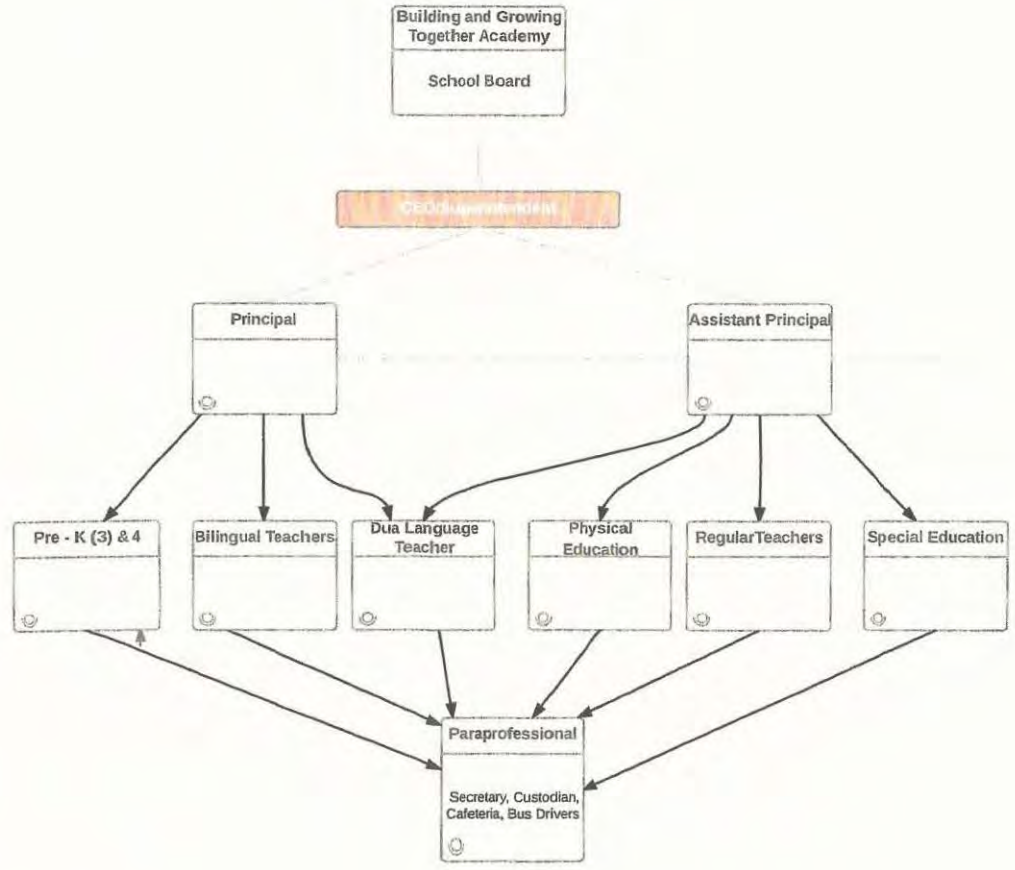
Provide the following:

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.

ATTACHMENT 01 - ORGANIZATIONAL CHART



Page 188

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:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

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.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
<input type="text" value="Aldine ISD"/>	<input type="text" value="101902"/>	<input type="text" value="Houston"/>	<input type="text" value="67,450"/>	<input type="text" value="278,622"/>
<input type="text" value="Houston ISD"/>	<input type="text" value="101912"/>	<input type="text" value="Houston"/>	<input type="text" value="210,047"/>	<input type="text" value="300,000"/>
<input type="text" value="Humble ISD"/>	<input type="text" value="10191"/>	<input type="text" value="Houston"/>	<input type="text" value="40,000"/>	<input type="text" value="268,470"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

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Name of District	CDN	Located in (City)	# of Students	Salary Range
<input type="text" value="Aldine ISD"/>	<input type="text" value="101902"/>	<input type="text" value="Houston"/>	<input type="text" value="67,450"/>	<input type="text" value="90,000"/>
<input type="text" value="Houston ISD"/>	<input type="text" value="101912"/>	<input type="text" value="Houston"/>	<input type="text" value="210,047"/>	<input type="text" value="100,084"/>
<input type="text" value="Humble ISD"/>	<input type="text" value="10191"/>	<input type="text" value="Houston"/>	<input type="text" value="40,000"/>	<input type="text" value="85,000"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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Name of District	CDN	Located in (City)	# of Students	Salary Range
<input type="text" value="Aldine ISD"/>	<input type="text" value="101902"/>	<input type="text" value="Houston"/>	<input type="text" value="67,450"/>	<input type="text" value="70,000"/>
<input type="text" value="Houston ISD"/>	<input type="text" value="101912"/>	<input type="text" value="Houston"/>	<input type="text" value="210,047"/>	<input type="text" value="61,201"/>
<input type="text" value="Humble ISD"/>	<input type="text" value="10191"/>	<input type="text" value="Houston"/>	<input type="text" value="40,000"/>	<input type="text" value="60,000"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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Name of District	CDN	Located in (City)	# of Students	Salary Range
<input type="text" value="Aldine ISD"/>	<input type="text" value="101902"/>	<input type="text" value="Houston"/>	<input type="text" value="67,450"/>	<input type="text" value="49,000 - 52,000"/>
<input type="text" value="Houston ISD"/>	<input type="text" value="101912"/>	<input type="text" value="Houston"/>	<input type="text" value="210,047"/>	<input type="text" value="49,000 - 50,000"/>
<input type="text" value="Humble ISD"/>	<input type="text" value="10191"/>	<input type="text" value="Houston"/>	<input type="text" value="40,000"/>	<input type="text" value="49,020 - 51,203"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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<input type="text" value="Aldine ISD"/>	<input type="text" value="101902"/>	<input type="text" value="Houston"/>	<input type="text" value="67,450"/>	<input type="text" value="29,000"/>
<input type="text" value="Houston ISD"/>	<input type="text" value="101912"/>	<input type="text" value="Houston"/>	<input type="text" value="210,047"/>	<input type="text" value="25,000"/>
<input type="text" value="Humble ISD"/>	<input type="text" value="10191"/>	<input type="text" value="Houston"/>	<input type="text" value="40,000"/>	<input type="text" value="15,000 - 20,000"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

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Salary Range:

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Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

Minimum Qualifications Required:

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Experience Required:

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Name of District	CDN	Located in (City)	# of Students	Salary Range
<input type="text" value="Aldine ISD"/>	<input type="text" value="101902"/>	<input type="text" value="Houston"/>	<input type="text" value="67,450"/>	<input type="text" value="29,000"/>
<input type="text" value="Houston ISD"/>	<input type="text" value="101912"/>	<input type="text" value="Houston"/>	<input type="text" value="210,047"/>	<input type="text" value="25,000"/>
<input type="text" value="Humble ISD"/>	<input type="text" value="10191"/>	<input type="text" value="Houston"/>	<input type="text" value="40,000"/>	<input type="text" value="15,000 - 20,000"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

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Name of sponsoring entity:

Position:

Reports to:

Salary Range:

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.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at [http://mansfield.tea.state.tx.us/TEA\\_AskTED\\_Web/Forms/Home.aspx](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
<input type="text" value="Aldine ISD"/>	<input type="text" value="101902"/>	<input type="text" value="Houston"/>	<input type="text" value="67,450"/>	<input type="text" value="29,000"/>
<input type="text" value="Houston ISD"/>	<input type="text" value="101912"/>	<input type="text" value="Houston"/>	<input type="text" value="210,047"/>	<input type="text" value="25,000"/>
<input type="text" value="Humble ISD"/>	<input type="text" value="10191"/>	<input type="text" value="Houston"/>	<input type="text" value="40,000"/>	<input type="text" value="15,000 - 20,000"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

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Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

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.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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Name of District	CDN	Located in (City)	# of Students	Salary Range
<input type="text" value="Aldine ISD"/>	<input type="text" value="101902"/>	<input type="text" value="Houston"/>	<input type="text" value="67,450"/>	<input type="text" value="29,000"/>
<input type="text" value="Houston ISD"/>	<input type="text" value="101912"/>	<input type="text" value="Houston"/>	<input type="text" value="210,047"/>	<input type="text" value="25,000"/>
<input type="text" value="Humble ISD"/>	<input type="text" value="10191"/>	<input type="text" value="Houston"/>	<input type="text" value="40,000"/>	<input type="text" value="15,000 - 20,000"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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Position:

Reports to:

Salary Range:

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.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

Minimum Qualifications Required:

Education Required:

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Name of District	CDN	Located in (City)	# of Students	Salary Range
<input type="text" value="Aldine ISD"/>	<input type="text" value="101902"/>	<input type="text" value="Houston"/>	<input type="text" value="67,450"/>	<input type="text" value="60,000"/>
<input type="text" value="Houston ISD"/>	<input type="text" value="101912"/>	<input type="text" value="Houston"/>	<input type="text" value="210,047"/>	<input type="text" value="65,000"/>
<input type="text" value="Humble ISD"/>	<input type="text" value="10191"/>	<input type="text" value="Houston"/>	<input type="text" value="40,000"/>	<input type="text" value="57,000"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

**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:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

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.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
<input type="text" value="Aldine ISD"/>	<input type="text" value="101902"/>	<input type="text" value="Houston"/>	<input type="text" value="67,450"/>	<input type="text" value="60,000"/>
<input type="text" value="Houston ISD"/>	<input type="text" value="101912"/>	<input type="text" value="Houston"/>	<input type="text" value="210,047"/>	<input type="text" value="65,000"/>
<input type="text" value="Humble ISD"/>	<input type="text" value="10191"/>	<input type="text" value="Houston"/>	<input type="text" value="40,000"/>	<input type="text" value="57,000"/>

Provide the following:

The state performance data from all applicable states for all charter schools currently operated.

TEXAS EDUCATION AGENCY  
2016 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM  
STATE REPORT  
No Child Left Behind

INDICATOR	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)
	2016 PBMAS PL O CUT POINTS	2016 STATE RATE	2016 NUMERATOR	2016 DENOMINATOR	2016 PERFORMANCE LEVEL	2016 STATE RATE	2015 STATE RATE	2014 STATE RATE	2014 - 2016 CHANGE
1. TITLE I, PART A STAAR® 3-8 PASSING RATE									
(i) MATHEMATICS	70.0 - 100	72.5	1,061,682	1,491,693	0	72.5	69.1		
(ii) READING	70.0 - 100	71.5	1,097,055	1,534,859	0	71.5	73.0		
(iii) SCIENCE	65.0 - 100	69.9	346,435	495,457	0	69.9	64.1		
(iv) SOCIAL STUDIES	65.0 - 100	57.1	122,741	215,039	1	57.1	55.6		
(v) WRITING	70.0 - 100	64.5	325,021	503,634	1	64.5	64.2		
2. TITLE I, PART A STAAR® EOC PASSING RATE									
(i) MATHEMATICS	65.0 - 100	77.6	158,070	203,675	0	77.6	78.4		
(ii) SCIENCE	75.0 - 100	85.5	149,050	174,384	0	85.5	87.8		
(iii) SOCIAL STUDIES	70.0 - 100	88.6	141,445	159,731	0	88.6	85.8		
(iv) ENGLISH LANGUAGE ARTS	60.0 - 100	62.4	257,758	413,290	0	62.4	63.2		
3. TITLE I, PART A ANNUAL DROPOUT RATE (GRADES 7-12)	0 - 1.8	1.8	20,213	1,148,397	0	1.8	2.0	1.9	-0.1
4. TITLE I, PART A GRADUATION RATE	80.0 - 100	86.6	128,088	147,966	0	86.6	85.7	85.5	1.1
5. MIGRANT STAAR® 3-8 PASSING RATE									
(i) MATHEMATICS	70.0 - 100	65.2	7,441	11,421	1	65.2	59.7		
(ii) READING	70.0 - 100	58.5	6,791	11,618	2	58.5	59.7		
(iii) SCIENCE	65.0 - 100	59.1	2,326	3,935	1	59.1	50.6		
(iv) SOCIAL STUDIES	65.0 - 100	42.5	848	1,966	3	42.5	38.7		
(v) WRITING	70.0 - 100	53.9	2,082	3,863	2	53.9	52.9		
6. MIGRANT STAAR® EOC PASSING RATE									
(i) MATHEMATICS	85.0 - 100	68.4	1,814	2,651	0	68.4	67.0		
(ii) SCIENCE	75.0 - 100	75.9	1,843	2,428	0	75.9	78.9		
(iii) SOCIAL STUDIES	70.0 - 100	82.2	1,985	2,415	0	82.2	76.2		
(iv) ENGLISH LANGUAGE ARTS	60.0 - 100	49.9	3,066	6,184	2	49.9	51.8		
7. MIGRANT ANNUAL DROPOUT RATE (GRADES 7-12)	0 - 1.8	2.5	401	15,988	1	2.5	2.6	2.8	-0.3
8. MIGRANT GRADUATION RATE	80.0 - 100	81.5	2,070	2,540	0	81.5	82.6	82.5	-1.0

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Detailed information on each of the indicators above can be found in the 'PBMAS 2016 Manual' at <http://tea.texas.gov/pbm/PBMASManuals.aspx>.  
The rates in column (g) for the 2015 STAAR® 3-8 mathematics indicators were updated to reflect the performance standards for the redesigned STAAR® 3-8 mathematics assessments. The rates in column (g) for the 2015 STAAR® performance indicators are not comparable to the rates in column (f) for the 2016 STAAR® performance indicators because they are based on different student performance standards.

TEXAS EDUCATION AGENCY  
 2016 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM  
 STATE REPORT  
 Bilingual Education/English as a Second Language

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INDICATOR	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)
	2016 PBMS PL 0 CUT POINTS	2016 STATE RATE	2016 NUMERATOR	2016 DENOMINATOR	2016 PERFORMANCE LEVEL	2016 STATE RATE	2015 STATE RATE	2014 STATE RATE	2014 - 2016 CHANGE
1. BE STAAR® 3-8 PASSING RATE									
(i) MATHEMATICS	70.0 - 100	73.4	150,422	205,034	0	73.4	69.0		
(ii) READING	70.0 - 100	65.4	134,383	205,395	1	65.4	66.7		
(iii) SCIENCE	65.0 - 100	63.4	36,000	56,813	1	63.4	52.7		
(iv) SOCIAL STUDIES	65.0 - 100	64.5	743	1,152	1	64.5	64.1		
(v) WRITING	70.0 - 100	61.8	41,270	66,822	1	61.8	62.6		
2. ESL STAAR® 3-8 PASSING RATE									
(i) MATHEMATICS	70.0 - 100	60.8	116,270	191,267	1	60.8	57.1		
(ii) READING	70.0 - 100	52.4	101,917	194,355	2	52.4	53.0		
(iii) SCIENCE	65.0 - 100	50.7	27,873	54,958	2	50.7	40.6		
(iv) SOCIAL STUDIES	65.0 - 100	30.5	10,274	33,687	3	30.5	27.1		
(v) WRITING	70.0 - 100	41.7	27,031	64,879	3	41.7	42.8		
3. LEP (NOT SERVED IN BE/ESL) STAAR® 3-8 PASSING RATE									
(i) MATHEMATICS	70.0 - 100	62.2	15,849	25,492	1	62.2	58.1		
(ii) READING	70.0 - 100	55.8	14,347	25,720	2	55.8	56.8		
(iii) SCIENCE	65.0 - 100	52.8	3,920	7,424	2	52.8	45.3		
(iv) SOCIAL STUDIES	65.0 - 100	33.9	970	2,861	3	33.9	33.0		
(v) WRITING	70.0 - 100	47.4	3,873	8,378	3	47.4	48.3		
4. LEP YEAR-AFTER-EXIT (YAE) STAAR® 3-8 PASSING RATE									
(i) MATHEMATICS	70.0 - 100	88.1	50,095	56,864	0	88.1	84.4		
(ii) READING	70.0 - 100	88.5	51,719	58,434	0	88.5	86.6		
(iii) SCIENCE	65.0 - 100	87.5	16,365	18,698	0	87.5	79.1		
(iv) SOCIAL STUDIES	65.0 - 100	65.4	4,178	6,386	0	65.4	59.0		
(v) WRITING	70.0 - 100	82.2	17,857	21,734	0	82.2	81.7		
5. LEP STAAR® EOC PASSING RATE									
(i) MATHEMATICS	55.0 - 100	61.4	23,551	38,367	1	61.4	60.1		
(ii) SCIENCE	75.0 - 100	69.5	22,752	32,736	1	69.5	72.7		
(iii) SOCIAL STUDIES	70.0 - 100	72.6	16,228	22,343	0	72.6	64.7		
(iv) ENGLISH LANGUAGE ARTS	60.0 - 100	30.7	25,959	84,462	2	30.7	37.6		
6. LEP ANNUAL DROPOUT RATE (GRADES 7-12)	0 - 1.8	2.7	5,559	205,843	1	2.7	3.6	3.6	-0.9
7. LEP GRADUATION RATE	80.0 - 100	73.3	17,982	24,513	1	73.3			
8. TELPAS READING BEGINNING PROFICIENCY LEVEL RATE	0 - 7.5	8.3	39,427	476,420	1	8.3	8.8	9.6**	-1.3
9. TELPAS COMPOSITE RATING LEVELS FOR STUDENTS IN U.S. SCHOOLS MULTIPLE YEARS	0 - 7.5	11.7	31,275	267,218	2	11.7	12.4	11.3	0.4

Detailed information on each of the indicators above can be found in the 'PBMS 2016 Manual' at <http://rea.texas.gov/obm/PBMSManuals.aspx>.  
 The rates in column (g) for the 2015 STAAR® 3-8 mathematics indicators were updated to reflect the performance standards for the redesigned STAAR® 3-8 mathematics assessments. The rates in column (g) for the 2015 STAAR® performance indicators are not comparable to the rates in column (f) for the 2016 STAAR® performance indicators because they are based on different student performance standards.  
 \*\*To ensure comparability across years, the rate presented in column (h) for the TELPAS Beginning Proficiency Level Rate (BE/ESL Indicator #8) is based on TELPAS reading proficiency level cut scores that were adjusted in 2014.

TEXAS EDUCATION AGENCY  
 2016 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM  
 STATE REPORT  
 Career and Technical Education

INDICATOR	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)
	2016 PBMAS PL 0 CUT POINTS	2016 STATE RATE	2016 NUMERATOR	2016 DENOMINATOR	2016 PERFORMANCE LEVEL	2016 STATE RATE	2015 STATE RATE	2014 STATE RATE	2014 - 2016 CHANGE
1. CTE STAAR® EOC PASSING RATE									
(i) MATHEMATICS	85.0 - 100	74.9	85,905	114,618	0	74.9	78.1		
(ii) SCIENCE	75.0 - 100	89.1	120,440	135,226	0	89.1	91.6		
(iii) SOCIAL STUDIES	70.0 - 100	92.3	150,126	162,709	0	92.3	90.4		
(iv) ENGLISH LANGUAGE ARTS	80.0 - 100	69.9	256,679	367,094	0	69.9	71.8		
2. CTE LEP STAAR® EOC PASSING RATE									
(i) MATHEMATICS	65.0 - 100	80.0	8,461	10,767	1	60.0	58.9		
(ii) SCIENCE	75.0 - 100	70.9	7,122	10,046	1	70.9	73.6		
(iii) SOCIAL STUDIES	70.0 - 100	72.8	5,714	7,845	0	72.8	65.6		
(iv) ENGLISH LANGUAGE ARTS	60.0 - 100	32.8	9,639	29,377	3	32.8	42.2		
3. CTE ECONOMICALLY DISADVANTAGED STAAR® EOC PASSING RATE									
(i) MATHEMATICS	65.0 - 100	71.1	52,650	74,010	0	71.1	74.2		
(ii) SCIENCE	75.0 - 100	85.5	66,876	78,217	0	85.5	88.5		
(iii) SOCIAL STUDIES	70.0 - 100	89.3	76,856	86,033	0	89.3	88.6		
(iv) ENGLISH LANGUAGE ARTS	60.0 - 100	62.4	134,646	215,942	0	62.4	65.3		
4. CTE SPED STAAR® EOC PASSING RATE									
(i) MATHEMATICS	65.0 - 100	35.5	5,026	14,139	3	35.5	38.2		
(ii) SCIENCE	75.0 - 100	50.6	6,285	12,417	3	50.6	56.7		
(iii) SOCIAL STUDIES	70.0 - 100	54.5	7,103	13,031	2	54.5	54.2		
(iv) ENGLISH LANGUAGE ARTS	60.0 - 100	22.2	7,299	32,863	3	22.2	31.6		
5. CTE ANNUAL DROPOUT RATE (GRADES 9-12)	0 - 2.8	1.0	5,804	564,670	0	1.0	1.1	1.2	-0.2
6. CTE GRADUATION RATE	80.0 - 100	95.6	144,340	150,997	0	95.6	95.2	94.9	0.7
7. CTE NONTRADITIONAL COURSE COMPLETION RATE -- MALES	40.0 - 100	38.3	73,488	191,857	1	38.3	38.2	38.0	0.3
8. CTE NONTRADITIONAL COURSE COMPLETION RATE -- FEMALES	40.0 - 100	42.8	233,005	544,276	0	42.8	42.7	42.2	0.6

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Detailed information on each of the indicators above can be found in the 'PBMAS 2016 Manual' at <http://tea.texas.gov/nbm/PBMASManuals.aspx>.  
 The rates in column (g) for the 2015 STAAR® performance indicators are not comparable to the rates in column (f) for the 2016 STAAR® performance indicators because they are based on different student performance standards.

TEXAS EDUCATION AGENCY  
 2016 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM  
 STATE REPORT  
 Special Education

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INDICATOR	(a) 2016 PBMAS FL O CUT POINTS	(b) 2016 STATE RATE	(c) 2016 NUMERATOR	(d) 2016 DENOMINATOR	(e) 2016 PERFORMANCE LEVEL	(f) 2016 STATE RATE	(g) 2015 STATE RATE	(h) 2014 STATE RATE	(i) 2014 - 2016 CHANGE
1. SPED STAAR® 3-8 PASSING RATE									
(i) MATHEMATICS	70.0 - 100	43.8	91,766	209,520	2	43.8	38.5		
(ii) READING	70.0 - 100	39.9	83,921	210,529	3	39.9	38.6		
(iii) SCIENCE	65.0 - 100	39.3	27,582	70,140	3	39.3	34.7		
(iv) SOCIAL STUDIES	65.0 - 100	28.6	9,366	32,799	3	28.6	27.6		
(v) WRITING	70.0 - 100	32.6	21,524	66,046	3	32.6	28.2		
2. SPED YEAR-AFTER-EXIT (YAE) STAAR® 3-8 PASSING RATE									
(i) MATHEMATICS	70.0 - 100	76.5	13,601	17,768	0	76.5	74.8	72.3	4.2
(ii) READING	70.0 - 100	72.2	13,051	18,074	0	72.2	75.3	72.6	-0.4
(iii) SCIENCE	65.0 - 100	72.5	3,943	5,436	0	72.5	68.6	68.0	4.5
(iv) SOCIAL STUDIES	65.0 - 100	59.1	1,161	1,985	1	59.1	58.1	53.7	5.4
(v) WRITING	70.0 - 100	61.4	3,560	5,798	1	61.4	62.0	59.0	2.4
3. SPED STAAR® EOC PASSING RATE									
(i) MATHEMATICS	65.0 - 100	39.1	17,911	45,807	3	39.1	40.5		
(ii) SCIENCE	75.0 - 100	53.0	20,663	39,008	3	53.0	58.3		
(iii) SOCIAL STUDIES	70.0 - 100	55.7	18,085	32,456	2	55.7	55.2		
(iv) ENGLISH LANGUAGE ARTS	60.0 - 100	25.6	23,524	91,950	3	25.6	31.7		
4. SPED STAAR® ALTERNATE 2 PARTICIPATION RATE	0 - 10.0	13.1	30,616	233,005	2	13.1	12.3	11.7	1.4
5. SPED REGULAR EARLY CHILDHOOD PROGRAM RATE (AGES 3-5)	30.0 - 100	27.9	12,212	43,757	1	27.9	24.7		
6. SPED REGULAR CLASS >=80% RATE (AGES 6-21)	70.0 - 100	68.3	283,845	415,347	1	68.3			
7. SPED REGULAR CLASS <40% RATE (AGES 6-21)	0 - 10.0	14.6	60,758	415,347	1	14.6			
8. SPED ANNUAL DROPOUT RATE (GRADES 7-12)	0 - 1.8	2.0	4,207	209,466	1	2.0	2.1	2.3	-0.3
9. SPED GRADUATION RATE	80.0 - 100	78.2	22,703	29,045	1	78.2	77.5	77.8	0.4

Detailed information on each of the indicators above can be found in the 'PBMAS 2016 Manual' at <http://tea.texas.gov/pbm/PBMASManuals.aspx>.  
 The rates in column (g) for the 2015 STAAR® 3-8 mathematics indicators were updated to reflect the performance standards for the redesigned STAAR® 3-8 mathematics assessments.  
 The rates in column (g) for the 2015 STAAR® performance indicators are not comparable to the rates in column (f) for the 2016 STAAR® performance indicators because they are based on different student performance standards.  
 Column (i) for SPED Indicator #2(i-v) reflects changes in rates regardless of changes to student performance standards.

Provide the following:

Annual Financial and Business Plans for the last two years and any current business plan for the organization.

## Attachment OS 2 – Financial and Business Plans

There are no financial and business plans for the last two years and no current business plans.

Business plans will develop in the near future as Building and Growing Together Academy develops.

Provide the following:

In addition to the information provided in Attachment OS2- *Financial and Business Plans*, provide for the organization as a whole and any related business entities:

- a. The last three years of independent financial audit reports and management letters; and
- b. The most recent internal financial statements, including balance sheets and income statements.

Be sure that the school level, CMO level (if applicable), and the overall operations are distinctly represented. Discuss any material audit findings for the organization.

### Attachment OS 3 – Related Business Entities

Building and Growing Together Community Development Corporation is in the process of getting reinstated. The 501 (c)(3) has never been used and is now expired. As of right now, there are no financial statements or audits.

Provide the following:

*Identify any current or past litigation, including arbitration proceedings, per school, that has involved the organization or any schools it operates.*

If applicable, provide:

- a. The complaint;
- B. Response; and
- C. Judgement (or result of arbitration)

#### Attachment OS 4 – Current or Past Litigation

There are no past litigations or arbitrations.

**OPEN-ENROLLMENT CHARTER SCHOOL APPLICATION**  
**Generation Twenty-Two**  
**Special Assurances Document**

Sponsoring Entity: Building and Growing Together Community Development  
Proposed Charter School Name: Building and Growing Together 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**

FH 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.

FH 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**

FH 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**

FH 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**

FH 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**

FH 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**

FH 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:

Building and Growing Together Community Developm

Proposed Charter School Name:

Building and Growing Together Academy

#### **VII. Admission and Enrollment**

FH 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.

FH 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.

FH 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.

FH 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.

FH 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)**

FH 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**

FH 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.

FH 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:

Building and Growing Together Community Development

Proposed Charter School Name:

Building and Growing Together Academy

FH

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).

FH

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**

FH

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.

FH

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.

FH

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**

FH

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.*

Fred C. Holliday

Printed Name of Sponsoring Entity Board Chair

Fred C. Holliday  
Signature of Sponsoring Entity Board Chair

12-5-16

Date